

Childminder report

Inspection date: 19 September 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides an organised and welcoming environment for children. Her warm and caring approach helps children to feel safe and secure. Children arrive at the setting eager to begin their day. They engage in a wide range of exciting and age-appropriate activities that they thoroughly enjoy. Children demonstrate that they are happy and comfortable in the childminder's home.

The childminder has high expectations for what children can achieve. She teaches children to be polite and kind to one another. Children form positive relationships with the childminder and their peers. The childminder helps children to understand the rules and boundaries in the setting, such as sharing toys and tidying up after their play. Children readily follow her instructions and respond positively to her requests. They benefit from plenty of warm praise and encouragement from the childminder, which helps to develop their self-esteem and self-confidence. Children are confident and show good behaviour.

The childminder provides an ambitious curriculum designed to support all areas of learning and prepare children to start school. Children engage in activities that promote their independence and personal care. For example, they wash their hands and peel their own fruit during snack time. Children confidently tackle new experiences and challenges. This contributes to building children's resilience and perseverance. Children show good progress from their starting points in development.

What does the early years setting do well and what does it need to do better?

- The childminder encourages children to be physically active. Children spend time in the childminder's garden and enjoy playing with wheeled toys and sensory resources. For example, they scoop up sand, transfer it into containers and mix it with water. Children demonstrate good levels of focus and concentration as they participate in these activities that help to strengthen their large and small muscles.
- Children benefit from exploring the local community with the childminder. They visit various places, including parks, shops and libraries. The childminder uses these outings to expose children to different social situations, enhance their understanding of diverse cultures and develop their awareness of road safety.
- The childminder gathers information about children's starting points in development from parents when their children enrol at her setting. This helps her to find out what children already know and can do. The childminder monitors the progress children make to help her to plan activities that support their ongoing learning and development. However, at times, the childminder does not vary her planning of group activities to accommodate children's

different abilities. For example, during a planned activity, the childminder does not encourage the most able children to count higher numbers to help to build on their good mathematical knowledge.

- The childminder helps children to prepare to move to their next setting. She speaks positively about what happens in nursery or school. In addition, the childminder takes children to visit their new setting. This approach encourages children to express their feelings to support a smooth transition as they move on to the next stage of their education.
- The childminder places a strong emphasis on children's communication and language skills. Children benefit from singing nursery rhymes and songs. The childminder engages in meaningful conversations with children to extend their vocabulary and speaking skills. However, at times, the childminder does not pronounce words correctly, which means children do not always hear the correct pronunciation.
- Children play with a variety of resources and seek assistance from the childminder when needed. For instance, she gives children clear instructions and sufficient time as they try to match shapes during a sorting activity. This approach helps to enhance children's problem-solving skills and hand-eye coordination.
- The childminder reflects on her practice to improve outcomes for children. She seeks opportunities to enhance her skills and knowledge. For example, the childminder collaborates with a network of childminders in the local area to share ideas and good practice.
- Parents speak highly of the childminder. They praise the quality of care and education their children receive. Parents appreciate the regular feedback they receive about their children's development. Additionally, parents state that their children settle in quickly and enjoy their time with the childminder.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- review and adapt planned activities to further support the different abilities of all children, to help them to make the best possible progress in their learning
- be consistent in the correct pronunciation of words so that children learn how they should be pronounced.

Setting details

Unique reference number	EY392302
Local authority	Hackney
Inspection number	10351833
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	22 October 2018

Information about this early years setting

The childminder registered in 2009. She lives in Stoke Newington, in the London Borough of Hackney and works with one assistant. The childminder operates during term time, Monday to Thursday from 9.30am to 3pm and Friday from 9.30am to midday. The childminder holds a childcare qualification at level 3. She provides government funded childcare for children aged one, two and three years.

Information about this inspection

Inspector
Yemi Afolabi

Inspection activities

- The childminder and the inspector discussed how the childminder organises the early years provision, including the aims and rationale for their curriculum.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed a range of routines and activities to help to evaluate the quality of education and the impact on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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