

Childminder report

Inspection date:

29 November 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming and homely atmosphere. On arrival, young children greet each other warmly and settle quickly, showing that they feel safe and secure. Parents are confident to leave their children here. Children are familiar with the lay out of the main play area and independently choose their own toys and activities. The childminder promotes good behaviour. Children behave well and show respect for one another and the childminder. They say please and thank you and help each other. For instance, one child eagerly says to another, 'I'll help you find Thomas the tank'.

All children make good progress, as the childminder has a good understanding of each child's development and learning. The childminder and parents work together to support children to progress. Specific areas of focus are discussed, and activities at the childminders reinforce children's learning.

Children are familiar with the daily routine. They know to tidy up the toys before snack time and collect their chairs. Children connect their own tray to their chair and wait patiently before selecting what they want to eat for snack. Children identify different fruits and know that they are healthy foods.

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

- The childminder gets to know the children well from the beginning of the childcare arrangement. She obtains children's starting points in their learning through observation and from discussion with parents. She uses relevant guidance to support her in being able to assess the children's development and build on their next steps in learning.
- Children are positive about their learning and concentrate well because activities are interesting and well prepared. During 'hospital' role play, they use a wide vocabulary of new and challenging words, such as 'stethoscope'. Children know what the stethoscope is for, as they pretend to listen to one another's heart. Children are focused and enthusiastic as they play. The childminder thoroughly plans and considers what she must provide to enable children to extend their learning.
- Children develop good speech and language skills with the childminder. She skilfully models language and extends their communication. Children eagerly take part in story time. They finish familiar sentences and turn the page from right to left. Children take turns to listen to each other and are keen to contribute to conversation. Children make good friendships at the childminder's setting. They are learning to work cooperatively and share toys.
- Children enjoy being physically active through a wide range of outdoor play options, such as the childminder's garden and local parks. They learn how to use

their bodies so that they can balance and negotiate space to keep themselves safe. For example, young children learn to safely walk down a few steps without holding the childminder's hand.

- The childminder supports children to follow suitable hygiene routines. She ensures that children wash their hands throughout the day. Children independently access water from their own beakers. However, during imaginative play, very young children share spoons and place them in their mouths. This does not promote children's health or reduce the spread of germs.
- The childminder works well with her assistants, who are attentive to the children. Children affectionately talk to and include the assistants in their activities. While the childminder is aware of the few weaknesses in her assistants' practice, she has not addressed them in the interim before the assistants complete training.
- Children enjoy opportunities to learn about the wider world and the similarities and differences between themselves and others. Play equipment and books provide plenty of representation of other cultures and lifestyles.
- The childminder carries out the statutory progress check for two-year-old children who attend regularly. She uses this as a tool to identify any areas of a child's development that may need extra support.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust knowledge of safeguarding and has good procedures in place to keep children safe. She understands the reporting procedures to follow if she has any concerns about children's welfare. The childminder is aware of what to do if there is an allegation made against her, the assistants or members of her household. The childminder has risk assessed her premises and has measures in place, such as stair gates, to prevent children's access to unsafe areas. She supports children's safety on outings by taking emergency contact details and a first-aid kit.

What does the setting need to do to improve?

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

- implement effective strategies to further promote health at all times when children are playing together
- further ensure the quality of teaching by increasing the knowledge and understanding of assistants in all areas of learning and development.

Setting details

Unique reference number	EY413077
Local authority	Hackney
Inspection number	10235435
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	6
Number of children on roll	7
Date of previous inspection	2 February 2017

Information about this early years setting

The childminder registered in 2010. She lives within the London Borough of Hackney. The childminder works weekdays, from 8.30am until 5.30pm, throughout the year. She works with two assistants.

Information about this inspection

Inspector

Julia Crowley

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector spoke to several 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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