

Childminder report

Inspection date:

6 December 2023

Overall effectiveness	Good
------------------------------	-------------

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 has a highly nurturing approach towards caring for children. She has a calm and gentle manner that supports children to feel comfortable in her home. The childminder provides a safe and homely learning environment. Children feel secure and happy in her care, which enables them to confidently express themselves and make choices about their play.

The childminder knows each child very well and plans a curriculum that is based around their individual needs and interests. Therefore, children show positive attitudes towards their learning and readily join in with planned activities. For example, the childminder encourages children to use a range of tools to make 'cookies' with play dough. Children delight in pretending to bake their cookies in the role-play kitchen. The childminder offers support and encouragement throughout the activity and is clear about the learning intentions. All children make good progress from their individual starting points.

The childminder manages behaviour effectively. She offers frequent praise and is specific about what children have done well. This helps children to understand what is expected of them and contributes to their emotional well-being. The childminder acknowledges children's feelings and gives them the language to express their emotions through sharing appropriate books and resources. Over time, children learn to self-regulate and solve problems for themselves.

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

- The childminder forms strong bonds with the children, which leads to interactions that are consistently warm and reassuring. Children go to her for a cuddle, which they are instantly given, or choose a book and sit themselves on her lap for a story. The childminder carefully listens to children and always responds to them. This supports children's emotional well-being and personal development.
- The childminder has developed a highly enabling environment. There are multiple areas for children to explore and a range of resources that are well organised and accessible to children. The childminder provides pictures of available resources for children with speech and language difficulties. This supports them to communicate their choices about what they wish to play with next. It is an example of the childminder's commitment to inclusive practice.
- The childminder models language at every opportunity. She shares books with the children, using the pictures to ask questions and promote discussion. She constantly narrates and introduces new vocabulary through play. For example, as children play with dough, the childminder teaches them the word 'spatula' as they use this tool to make their 'cookies'. Children make rapid progress with their

language development. However, sometimes, the childminder does not incorporate mathematical language and concepts into activities where possible.

- The childminder supports children to develop their independence. Children help to clean the table at snack time, before peeling and cutting up their own fruit and pouring their own water. The childminder identifies when children are ready to potty train and supports the process through the use of books and dolls. Developing these self-care skills helps to prepare children for their next stage of learning.
- The childminder takes children on daily local outings. For example, they go to feed the ducks and watch the boats on the canal. This provides children with real-life experiences and teaches them about the world around them. The childminder also attends groups with the children, such as music groups. This offers children wider learning experiences and opportunities to socialise with other children.
- The childminder teaches children about a range of different festivals. On the day of the inspection, children were colouring Hanukkah pictures together and preparing to make Christmas cookies. The childminder shares that it is important to her that children learn about difference and are taught to be respectful towards others.
- Parents speak very highly of the childminder. They comment that she knows their children incredibly well and offers high-quality feedback about their care and development. Parents appreciate the journals the childminder creates for each child. They say that they reflect their child's uniqueness and capture the progress they make. They describe the quality of care the childminder provides as 'second to none' and say that she goes above and beyond to provide support for the whole family.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has secure safeguarding knowledge. She recognises potential signs of abuse and knows how to report these concerns. She understands the procedures to follow if allegations are made against herself or other adults living on her premises. The setting is safe, secure and hygienic. The childminder has taken steps to minimise risks. For example, there are locks on kitchen cupboards and stairgates at the top and bottom of the stairs. The childminder actively teaches children about how to keep themselves safe, such as while crossing the roads on outings. The childminder holds an appropriate paediatric first-aid certificate.

What does the setting need to do to improve?

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

- strengthen opportunities for children to develop their mathematical

understanding.

Setting details

Unique reference number	EY425397
Local authority	Hackney
Inspection number	10305640
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	28 February 2018

Information about this early years setting

The childminder registered in 2011 and lives in Clapton, in the London Borough of Hackney. She operates all year round from 8am to 6pm, Monday to Friday.

Information about this inspection

Inspector
Nicola Baker

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023