

Childminder report

Inspection date: 21 January 2020

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 children with a warm, bright and inviting home. She thoughtfully plans her environment to support children's progress across all areas of learning. Children revel in the many different opportunities to play and explore. Children especially enjoy opportunities for role play, mark making and reading. For instance, children readily choose books, sit close together to look at pictures, and talk about what they see. Children enjoy daily outings. These include to a nearby allotment, local parks, childminder-led playgroups and museums. This supports children's physical development and encourages their understanding of the world, their community and nature. For example, older children excitedly discuss what they see at the allotment, and their favourite plants and fruit.

Children are confident, happy and secure, with new children settling very well. The childminder has an effective approach to planning and assessing children when they start with her, which involves close collaboration with parents at this stage of their learning.

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

- Children are well behaved and show high levels of mutual respect. For instance, children enjoy setting the table and finding chairs for each other. The childminder gives children lots of praise for their good manners and cooperation. Children know to say 'thank you' and to respect rules that keep them safe. For example, when going to the allotment, children knew to hold onto the baby buggy as though it was an adult hand, so that everyone walks together sensibly and safely.
- The childminder places a strong emphasis on developing children's communication, language and mathematical skills. She introduces number recognition as children participate in activities, such as counting the number of straw men in a story. The childminder uses familiar songs and rhymes, engages children in conversation and asks them questions to embed their understanding and extend their vocabulary. The childminder signs words to communicate with children. She also uses her own clear speaking. In turn, all children, including very young children and children with speech delay, develop good communication skills.
- Children develop good self-care and independence skills. For example, they put on their coats and boots before going out. They skilfully pour their own water, and use spoons at mealtimes. Children wash their hands before eating and after going to the toilet.
- Children make good progress from their starting points. They acquire essential skills for their future learning. The childminder has high expectations for children and checks their progress. This helps her to plan for children's next learning

steps in collaboration with parents. However, the childminder is not always able to engage parents in strategies to support their children to make more rapid progress.

- The childminder promotes inclusion and diversity, and teaches children to treat people equally. Resources and activities in the setting reflect diversity, and include many opportunities to help children to appreciate diverse ethnicities, faith groups and traditions. For example, children enjoy playing with toys which help to develop an awareness of wheelchair users and people of diverse ethnicities. They meet many other children through attendance in twice-weekly playgroups. This helps their appreciation of diversity and supports them to develop their social skills.
- The childminder builds effective relationships with parents. She uses daily discussions to share information about a child's progress. The childminder involves parents every few months in a more formal assessment of their child's progress, and to agree next steps. Parents' feedback is positive about how well the childminder knows children. They are enthusiastic about their child's progress and the quality of care that the childminder provides.
- The childminder is committed to her role and ongoing professional development. She makes good use of courses and networking opportunities with other professionals to enhance her understanding of children's development. For example, the childminder recently completed a course in sustained and shared thinking, and creative learning. She has subsequently applied learning from the course to develop children's communication. For example, she has created 'mystery boxes' to excite and stimulate language development with children. However, the childminder's reflective processes are not always sufficiently insightful about her teaching practice. As a result, she is not routinely precise about ways to develop teaching to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed safeguarding training, and knows what to do and who to contact if she has any concerns about a child's safety or welfare. She recognises signs of potential abuse and neglect, including wider concerns such as potential extremism. The childminder recently updated her safeguarding policies. For example, the updated policy includes information about changes to data protection laws and contact details for safeguarding officers at the local authority. All parents have confirmed receipt of the new policy.

What does the setting need to do to improve?

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

- develop strategies for engaging parents to work with the childminder to access

- all relevant support for their child's development
- implement a more ambitious professional development programme to raise teaching practice to the highest level.

Setting details

Unique reference number	EY429660
Local authority	Hackney
Inspection number	10063134
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	20 January 2016

Information about this early years setting

The childminder registered in 2011. She lives in the Shoreditch area, in the London Borough of Hackney. The childminder provides care for children Monday to Friday, from 8am to 6pm, all year round. The childminder is suitably qualified at level 3.

Information about this inspection

Inspector

George Selvanera

Inspection activities

- The inspector observed the childminder interacting with children. He assessed the impact of the teaching on children's learning, and discussed his observations with the childminder.
- The inspector completed a learning walk to find out more about how the environment and curriculum are planned.
- The childminder and the inspector spoke together at convenient times during the inspection.
- The inspector talked with a parent about her family's experience, and with children throughout the inspection.
- The inspector reviewed a sample of records. These included safeguarding policies, procedures and certificates of suitability of those living in the household.

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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