

Childminder report

Inspection date: 1 March 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children have warm, trusting relationships with the childminder and her assistant, helping them to feel safe and secure. They confidently chat to the childminder about their families and events. On arrival, children soon become engaged in a range of activities that support their learning and develop their existing abilities. For example, they collect and sort coloured pipe cleaners to reinforce their emerging understanding of numbers and colour recognition.

Children are helpful and complete tasks without prompting. For example, they take off their shoes and put them in a safe place. Very young children are encouraged to have a go and remove their own shoes. They persevere and respond positively to the childminder's encouragement if they struggle the first time. Older children are caring and help younger children. For example, they offer suggestions and encourage each other.

Activities are child centred, and the childminder has a playful rapport with the children, which they love. The childminder promotes good behaviour. Children are encouraged to say 'please' and 'thank you' and cover their mouths when they cough as they learn not to spread germs. They listen and follow adult instructions well. Children are familiar with simple routines such as tidying up before mealtimes.

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

- The curriculum focuses on what the childminder wants children to learn and be able to do by the time they leave the setting. She and her assistant mostly demonstrate a good understanding of the purpose of the activities they provide and how children will generally benefit. However, at times, it is not always clear how individual children's specific learning needs are met.
- Children develop good speech and language skills with the childminder. She skilfully models language and extends their vocabulary as children play. Younger children learn nursery rhymes as the childminder sings with them, and older children enjoy stories. Children enjoy the variety of activities and resources planned for them. The childminder uses her curriculum guidance well to ensure all children are developmentally where they should be. However, activities do not always provide enough challenge for the children to develop their problem-solving and critical thinking skills. This means children can, on occasions, become distracted and lose concentration.
- Parents are positive about the childminder and the service she provides. They comment that her creative approach has helped children to develop new skills and abilities. Parents say that children feel happy and safe. They appreciate the childminder's open and honest style of communication, which helps them feel connected to their children's day-to-day activities and well-being.

- The childminder prepares healthy snacks and meals with the children. She talks to them about why fruit and vegetables are good for their bodies. Children make healthy choices when considering what they want to eat. For example, they enjoy healthy porridge in the morning for breakfast and choose to add a handful of raisins, to add additional nutrition. Children can access water throughout the day. They recognise their individual cup or beaker and know not to share as this will spread germs.
- The childminder works closely with her assistant. They form a strong team and complement each other's strengths. They reflect on their practice daily and discuss possible improvements. Through support and encouragement, the childminder ensures her assistant is equipped with the knowledge needed to keep children safe and provide good-quality care.
- The childminder and her assistant provide positive role models for the children. They speak to each other with respect and kindness. In turn, children show they care, giving their friends cuddles when they see they are upset, and know to take turns by, for example, sharing the musical instruments.
- Children enjoy regular walks to the park, the library and local child-focused activities. They learn about road safety as they walk along with the childminder and her assistant. The childminder provides clear instructions and prepares the children well before an outing with gentle reminders of how to keep themselves safe.

Safeguarding

The arrangements for safeguarding are effective.

Both the childminder and her assistant have a good knowledge of how to help keep children safe. The childminder has completed suitable training and is confident about the actions to take if she has concerns about a child. She ensures that her assistant also has a secure understanding of his safeguarding responsibilities. Suitability checks are in place for all adults living or working at the family home. Attendance and accident records are maintained accurately. This contributes to identifying any emerging patterns that could signify a child is at risk.

What does the setting need to do to improve?

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

- source professional development opportunities to embed a deeper understanding of the curriculum and raise the quality of teaching to the highest level
- increase the existing opportunities for children to engage in activities that interest them, hold their focus and develop their listening and attention skills to apply in future learning.

Setting details

Unique reference number	EY439010
Local authority	Hackney
Inspection number	10238048
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 2
Total number of places	6
Number of children on roll	6
Date of previous inspection	28 March 2022

Information about this early years setting

The childminder registered in 2018 and lives in Dalston, in the London Borough of Hackney. She operates a childminding service known as 'Lucy's Daycare' and works with assistants. The childminder operates Monday to Thursday from 8.30am to 6pm throughout most of the year.

Information about this inspection

Inspector

Julia Crowley

Inspection activities

- The childminder joined the inspector on a learning walk and talked about their curriculum and what they want the children to learn.
- The inspector observed interactions between the childminder and her assistant, and the children.
- The inspector talked to the childminder's assistant at appropriate times during the inspection.
- The childminder provided the inspector with a sample of key documents on request.
- Parents shared their views on the setting, verbally and in writing.

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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