

Childminder report

Inspection date: 20 September 2019

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 offers good-quality care and learning in a nurturing, very safe, child-friendly and welcoming environment. Children make good progress in relation to their starting points and develop skills which will support their future learning. Relationships with parents are strong. The childminder has also built good partnerships with other settings, such as schools that children attend. Children's individual needs are met well. The childminder is calm and attentive to all children. She gently encourages children to listen to her and each other well. Children behave well. They strongly engage and are motivated to learn. For example, they happily join in singing, clapping and playing musical instruments. Children bond positively with the childminder and each other, helping them to feel emotionally secure. For instance, children happily give hugs to the childminder and there is lots of laughter among the childminder and children. The childminder engages parents well and seeks their contribution to their children's learning. Parents compliment the childminder's good-quality service.

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

- The childminder places high priority on her professional development. She uses a range of methods to help her evaluate and develop her knowledge, skills and the quality of provision to help her enhance her practice and children's learning.
- The childminder is a positive role model. She is patient, caring and consistent in her approach towards children. This helps to promote their emotional well-being. Children who are a little unsure are supported well to have a go. For example, the childminder provides mark-making tools and demonstrates drawing on different surfaces with gentle encouragement. Children feel safe, secure, and form positive bonds with the childminder and other children. They learn how to share, to be polite and wait their turn.
- The childminder interacts skilfully with children to support their good communication and language skills. She provides an ongoing commentary during play activities, asks questions and introduces new words. For example, she introduces the names of animals and words such as 'tall tower' and 'on top' to help develop children's vocabulary.
- The childminder monitors children's learning and development well. She uses information from children's starting points, such as what they know and can already do, and her observations and assessments effectively. For example, she identifies how well each child is learning to ensure planning is shaped accurately. The childminder identifies clear next steps for children's learning with parents to help children make good progress in their development. The quality of the educational programme is good.
- The childminder promotes children's health and well-being effectively. For example, children are encouraged to develop good hygiene routines. They have

ample opportunities to be active and to access the outdoors. Children learn about the importance of healthy eating as part of the daily routine. They enjoy an extensive range of fresh hot and cold snacks and meals that are prepared by the childminder.

- The childminder provides a range of opportunities to help children learn about the world around them. For example, she takes children to local playgroups and uses public transport to visit museums. She skilfully teaches children about different cultures, people in the community and the wider world. Children develop a secure understanding of others and to be respectful of people's similarities and differences.
- There is a good selection of enjoyable resources that excite children and encourage their eagerness to explore. Children are motivated to learn. However, at times, the childminder does not ensure children finish what they have started before changing toys or introducing other activities. Hence, transition between activities is not consistent.
- Children are independent and develop good self-help skills. They develop good finger muscles as they grasp items and make marks. However, on some occasions, activities to encourage younger children to be more confident on their feet are not offered effectively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding training and has a secure knowledge of child protection issues. She can identify signs and has a strong awareness of possible concerns about a child's welfare. The childminder fully understands the procedures to follow to ensure children are safe. She assesses risks and addresses them quickly, which helps ensure the safety of children in her home and on outings. The childminder keeps accurate records of children's attendance. All accidents and incidents are recorded and the details are shared with parents promptly. Children are well supervised.

What does the setting need to do to improve?

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

- develop better transition between activities to allow children more time to finish tasks they have already started
- use opportunities as they arise to help younger children develop their physical skills even further.

Setting details

Unique reference number	133230
Local authority	Islington
Inspection number	10072386
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	26 January 2016

Information about this early years setting

The childminder registered in 1997. She lives in Holloway, in the London Borough of Islington. The childminder has a level 3 childcare qualification. She is available for work Monday to Friday from 8am until 6pm. She receives funding to provide free early education for children aged two and three years.

Information about this inspection

Inspector

Marvet Gayle

Inspection activities

- The inspector observed the quality of teaching activities and assessed the impact this had on children's learning.
- The inspector held discussions about children's learning and development. She spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector evaluated some of the activities with the childminder.
- The inspector completed a learning walk with the childminder. She looked at documentation, including evidence of the suitability of adults living and working in the household.
- The inspector took account of the views of parents expressed in written feedback.

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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