

# Childminder report

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Inspection date: 14 October 2019

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Met
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children play happily in the childminder's welcoming home. They demonstrate that they feel safe and secure in her care. Children come to the childminder for reassuring cuddles, and they laugh and have fun together. The childminder has high expectations for all children. She encourages children to develop more confidence in their own abilities. For example, she inspires them to persevere with tasks, offering gentle encouragement and praise. Children are highly motivated and curious learners. Children settle into the childminder's care swiftly. She has highly effective systems in place to ensure strong emotional attachments are built quickly. The childminder is a good role model. She supports children to share and play cooperatively. Older children show care and concern for younger children. Children's behaviour is good. The childminder is organised and professional, which underpins the quality of her practice exceedingly well. However, more effective use of professional development opportunities would further enhance her already good practice. She gathers the views of parents, which she uses to support her evaluation of the quality of her provision, and makes changes and improvements. The childminder is ambitious and keen to ensure a vibrant enriching environment in which children can learn and develop to the best of their ability.

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

- The childminder provides children with a well-resourced and organised environment. They have ample opportunities to play with a range of high-quality resources that encourage creativity, curiosity and challenge.
- The childminder and children have formed very strong attachments. She supports children's emotional well-being exceedingly well.
- Partnerships with parents are strong. The childminder has firm systems in place to ensure information about children's progress is shared effectively. For instance, the childminder gathers useful information from parents before children start, which she uses to plan activities which encourage them to feel secure. Parents comment that they feel well informed about their child's progress and are happy with how quickly they have settled in. They value the caring, kind service the childminder provides.
- Teaching is strong. The childminder understands how young children learn and has developed a well-designed curriculum. She uses good-quality observations to plan future activities and builds on children's learning well.
- The childminder is skilled at speaking and listening to children during play. She builds on vocabulary using new words such as 'ambulance', which she carefully pronounces and encourages children to repeat. She skilfully uses questions to encourage children to use their thinking skills.
- Children enjoy listening to stories and they develop the key skills they need in readiness for school. Their ability to listen, maintain attention and follow

instructions is developing well.

- The childminder carries out mandatory training and ensures her knowledge is kept up to date. However, she does not have a rigorous programme of professional development in order to build on and further improve the quality of her interactions with children.
- The childminder provides a healthy diet with plenty of fresh fruit and vegetables. Children learn about good hygiene routines and are beginning to carry out personal care routines independently. They get plenty of fresh air and exercise. Healthy lifestyles are promoted well.
- The childminder supports children's physical development well. Babies have plenty of room to practise their emerging walking skills. Older children enjoy trips to the local park and playgroups with outside spaces and large play equipment.
- Children learn about their wider community when they visit places of local interest, such as libraries, museums and playgroups. They develop their social skills as they mix with others and find out about the similarities and differences between themselves and others.
- The childminder knows the children very well. She understands their levels of development, likes and dislikes, and uses what she knows to plan appropriate activities. For instance, children of all ages explore natural resources in a tray, older children count and babies explore texture.
- The childminder is calm and patient, and is a good role model for children. She celebrates children's achievements and praises their efforts. This helps to build on their self-esteem and confidence well.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder ensures her home is safe for children to play in. She carries out risk assessments and has appropriate safety precautions in place. She closely supervises children as they play in the house and on outings. The childminder has a good understanding of how to keep children safe and has a secure knowledge of how to report any concerns she may have about children's welfare. The childminder attends regular training to ensure that she has the most recent information to protect children in her care from harm.

## **What does the setting need to do to improve?**

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

- seek professional development opportunities to raise the quality of teaching to consistently higher levels.

## Setting details

<b>Unique reference number</b>	EY400496
<b>Local authority</b>	Islington
<b>Inspection number</b>	10104674
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 to 0
<b>Total number of places</b>	5
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	12 October 2015

## Information about this early years setting

The childminder registered in 2009. She lives in the Hornsey Rise area in the London Borough of Islington. The childminder operates Monday to Thursday, from 8am to 6pm, for most of the year. She holds an appropriate early years qualification at level 3.

## Information about this inspection

### Inspector

Anna Hindhaugh-Feldman

### Inspection activities

- The inspector looked at all areas of the home used for childminding.
- The inspector observed the childminder playing with the children during a range of activities and assessed the impact this has on children's learning.
- The inspector took account of the views of parents expressed in written responses.
- The inspector discussed the childminder's policies, looked at children's records and checked evidence of the childminder's suitability.
- The childminder and the inspector discussed activities and how the curriculum is organised.

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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