

Childminder report

Inspection date: 4 November 2019

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

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children demonstrate they feel safe and secure with the childminder and her assistant. Children appear happy and at ease. For example, they enjoy cuddles with the childminder when they are unsettled and need to sleep. Children who are new to the setting quickly form strong attachments. Children are confident talkers who readily describe what they see when they choose a nursery rhyme from the rhyme sack during singing time. They receive lots of praise and encouragement. This helps them to build good levels of self-esteem. The childminder and her assistant provide children with clear guidelines to support their good behaviour. Children's physical development is promoted well. For example, the childminder and her assistant help babies to develop strength in their bodies in preparation for crawling. They encourage children to be kind and respectful towards each other. Children respond well to their gentle reminders about being polite and behave well. However, children are not given enough opportunities to support their independence skills. The childminder and her assistant encourage children to make choices as they play, giving them time to explore and follow their interests. This helps children to develop positive attitudes to their learning. However, the childminder misses opportunities to extend children's learning during adult-led activity to further their progress.

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

- The childminder and her assistant provide a homely and stimulating environment. Babies and children settle extremely quickly. They feel safe, secure and develop close attachments with the caring childminder and her assistant. The childminder and her assistant provide a wide range of exciting resources that support children's learning across all areas. Toddlers thrive in their care. For example, children enjoy rolling cars down the ramp of a large garage set and say 'broom, broom'.
- The childminder tracks children's learning to identify any gaps in their learning and plans focused activities to ensure their good progress. However, she does not consistently support children's independency, for instance by allowing them to put their own apron on during messy activity.
- Children develop good knowledge and skills from their starting points. This includes children who speak English as an additional language. The childminder and her assistant plan activities effectively to ensure children feel included and promote their understanding of English well. Children learn key words and phrases in children's home language to support their understanding.
- The childminder and her assistant have high expectations for all children. They explain why certain behaviour is right or wrong in a respectful manner. This contributes to children behaving well and having a positive approach to what is asked of them.

- The childminder and her assistant understand how to teach children mathematics. They talk to children about size and shape. They help them to count with confidence. For instance, they sing counting rhymes. Children match and sort as they play with wooden stacking equipment and puzzles.
- The childminder reflects on her practice to identify areas to improve children's learning. For instance, she plans to bring in more natural resources to improve the outcomes for children. She belongs to a childminding network to share ideas to further improve the good teaching to the highest level. The childminder and her assistant continue to keep their professional development regularly updated.
- The childminder and her assistant work successfully with parents to provide prompt support and care. The childminder gathers information on entry so she knows what children already know and can do. She knows children well and understands what she needs to do to help them move on to the next stage in their learning.
- The childminder meets the needs of children of all ages. She adapts activities to enable children to join in. However, at times, she misses opportunities to support children to extend their learning further during adult-led activity.
- Children have many opportunities to develop an understanding of healthy lifestyles. They benefit from chances to gain fresh air and exercise to develop their physical skills. They enjoy regular opportunities to visit the park, farm, playgroups and the library. Children gain good control of their small muscle skills. For instance, they enjoy cutting pretend play food.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of safeguarding matters and know the action to take if they have any concerns about a child's welfare. They are vigilant and keep children safe in the setting. The childminder carries out regular risk assessments of the home to ensure she provides a safe environment for children to play. The childminder and her assistant complete regular training to keep their knowledge of local child protection procedures up to date. They closely supervise children as they play in the house and on outings and trips.

What does the setting need to do to improve?

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

- increase opportunities to extend children's learning during adult-led activities
- extend the current opportunities for children to help them to develop their independence more consistently.

Setting details

Unique reference number	133265
Local authority	Islington
Inspection number	10128374
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	23 May 2013

Information about this early years setting

The childminder registered in 2000. The family live in the London Borough of Islington and the home is close to local shops and schools. The whole of the ground floor is used for childminding purposes. There is an enclosed garden available for outside play. The childminder operates from 8am to 5.30pm for most of the year, Monday to Friday. She holds a formal childcare qualification.

Information about this inspection

Inspector

Pauline Valentine-Coker

Inspection activities

- The inspector and the childminder held a discussion to understand how the early years provision and curriculum are designed.
- The inspector discussed the needs of individual children with the childminder and talked with her about the progress they are making.
- The inspector held discussions with the childminder. She looked at relevant documentation and reviewed evidence of the suitability of all persons living at the premises.
- Parents and older children provided their written views of the childminder's service, which the inspector took into account.
- The inspector spoke to the childminder's assistant and the children at appropriate times during the inspection.

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 2019