

Childminder report

Inspection date: 2 December 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and safe. They settle quickly into the childminder's home. All children make good progress from their starting points. They listen well and develop early communication skills as they interact happily. Older children show good levels of concentration and engagement in activities. They have a positive attitude to learning and eagerly play, explore and make new discoveries. For instance, they become fascinated in other resources and request them for the setting. Children excitedly join in singing songs and listening to stories. The childminder is aware of how to build on what children already know and provides them with opportunities to develop their imaginative skills well. For example, they explore an adult-lead activity on polar bears in the snow and say, 'We made the snowball'. The childminder has high expectations of children's behaviour, and they behave well. She uses distraction effectively to prevent them from becoming upset or frustrated. With her support, children learn to manage their behaviour well for themselves. The childminder widely supports parents to continue their children's learning at home. Parents regularly share new information about their children's achievements. The childminder's partnerships with other professionals are implemented equally as well and are a strength of this setting.

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

- The childminder builds good relationships with parents and with other early years professionals. She shares information about children's ages and stages of development, to ensure all those involved with children provide a consistent approach. She keeps in regular contact with parents throughout the day and shares observations of children's activities. Parents describe the environment as 'home from home' and 'a place where children feel safe'. They make positive comments about the childminder, saying that she provides 'exciting activities' and 'takes on children as one of her own'.
- The childminder supports children's communication skills effectively. She speaks clearly and uses repetition to help children pronounce letter sounds. Children enjoy singing their favourite nursery rhymes and listening to stories. Older children show an interest in dinosaurs and say extraordinary words such as 'Tyrannosaurus'. Younger children delight in touch-and-feel books.
- Children benefit from strong bonds with the childminder, which supports their care. The childminder helps children to learn about positive behaviour routines. She helps children to learn to understand and value the importance of sharing with their friends. Children behave well and develop good social skills.
- The childminder understands how to teach children mathematics. She talks to children about size and shape. She helps them to count. For example, they sing counting rhymes. Children match and sort as they play with wooden stacking equipment and puzzles.

- Children benefit from opportunities to gain fresh air and exercise to develop their physical skills. They enjoy regular opportunities to play in the park and visit playgroups. However, on occasions, babies are not given the opportunity to explore the setting freely to develop their large muscles.
- The childminder supports children who speak English as an additional language well. She uses a range of methods to help them to settle, and to understand and develop English. For example, she learns keywords and phrases and sings nursery rhymes in French.
- The childminder reflects well on her practice. Parents have daily opportunities to share and exchange information. The childminder considers feedback from parents and children when identifying areas for improvement. However, she is not consistent in teaching children to understand when and why they need to wash their hands.
- The childminder supports children to respect and learn about other people who are different from themselves. For instance, children learn about Halloween and Diwali and visit a church.
- The childminder provides exciting and stimulating activities that support learning in all areas of the curriculum. For instance, she encourages children's language, creativity and small-muscle skills. She introduces puzzles and activities such as sorting small items in groups and posting items into a container. The childminder incorporates children's interests well into planned activities. Children are well motivated to learn and remain engaged and focused in activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of her role in safeguarding children. She establishes clear procedures for dealing with concerns. Her safeguarding policy further supports her good practice. The childminder is aware of the signs that may indicate a child is at risk of harm. She regularly risk assesses inside and outside to minimise hazards every day. The childminder teaches children how to use the pedestrian crossing. Children always hold hands when on trips, and they do not talk to strangers.

What does the setting need to do to improve?

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

- develop further opportunities for babies to use their large-muscle skills in the setting
- strengthen techniques for helping children to understand when to wash their hands and why.

Setting details

Unique reference number	EY297750
Local authority	Islington
Inspection number	10128427
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	20 May 2015

Information about this early years setting

The childminder registered in 2004. She lives in Archway, in the London Borough of Islington. She operates Monday to Thursday from 8am to 6pm, for most of the year. She is a member of an approved childminding network.

Information about this inspection

Inspector

Pauline Valentine-Coker

Inspection activities

- The inspector conducted a learning walk with the childminder and discussed the curriculum she provides for the children.
- The inspector held discussions with the childminder and the children at appropriate times throughout the inspection.
- The inspector sampled written feedback from parents and took their views into account.
- The inspector reviewed a range of documentation, including certificates and the suitability checks of the childminder and those who live 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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