

Childminder report

Inspection date: 24 January 2020

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

Children benefit from a wide variety of interesting activities that consistently provide challenge and build on their learning. The childminder and her assistants are dedicated, well organised and work effectively as a team. Children enjoy learning about the natural world, and the childminder is skilled at building a curriculum that is based on their interests. For example, children excitedly talk about different animals as they explore countries of the world on a large map. They name their favourite animals and discuss which countries they come from. Children enjoy singing activities, which are enriched with props. However, there is scope during group activities for them to have more time to express themselves. The childminder and her assistants are skilled at supporting children's emotional well-being. Children are gently encouraged to learn how to express their feelings. They become increasingly confident in exploring new situations and meeting new people. The childminder has developed strategies to help children to learn how to keep themselves safe, but could extend these further to help children learn about online safety. The childminder constantly carries out risk assessments and uses these to help her keep children safe. Children are very happy and behave well. They flourish in the warm and inclusive environment that the childminder carefully creates.

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

- The childminder builds strong partnerships with parents. She regularly asks for their views and supports them in extending their children's learning at home. Children benefit from the continuity in their learning. Parents praise the childminder's 'sensitive and caring approach'.
- Children benefit from opportunities to explore their similarities and differences in a safe environment. They are encouraged to think about the ways in which they experience the world differently. Children enjoy regular walks in the local area and learn about people whose lives might be different to their own.
- The childminder has a range of resources and activities that support children in learning about how to keep themselves safe and seek help, if they need it. However, the childminder could secure their understanding, at a higher level, of how to seek help if they are concerned about anything they see online.
- The youngest children quickly learn to share, all children play together happily and clearly enjoy each other's company. The childminder supports children's understanding about how their own behaviour can impact on others.
- Children benefit from activities which incorporate mathematical learning. Children are keen to use the skills they develop. They count, talk about different shapes and eagerly complete puzzles. Children use mathematical language as they decide the item they are trying to put into a bowl is 'too big'.
- Children enjoy learning together as group, including exploratory activities and

singing time. The childminder extends children's learning by asking questions and talking to them. However, on occasion, she speaks a little quickly and children sometimes do not have sufficient time to think and express themselves as fully as they could.

- The childminder supports children in learning about a healthy lifestyle. Children enjoy freshly prepared nutritious meals. They have opportunities to learn where their food comes from as they proudly harvest tomatoes and other vegetables. Children quickly develop the skills they need for the next stage of their education. They happily care for their resources and spontaneously tidy up after they have finished playing.
- The childminder uses her observations and assessments of children to create activities that focus sharply on what children need to learn next. She creates a curriculum that is tailored to the individual needs of each child. Children make rapid progress in all areas of their learning. They develop in confidence and demonstrate a sense of satisfaction from their achievements.
- The childminder constantly reflects on the service she provides. She uses this to identify areas she wants to develop. For example, she has created individual bags for children, which contain comfort items and favourite resources. Children seek these out and their focus and concentration develop as they become absorbed in looking at what is inside them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants are clear in their understanding of the duty they have to keep children safe. They can identify the signs and symptoms which may cause concern about the welfare of a child in their care. They know the procedures to follow if they have a concern. The childminder has made herself aware of the indicators that a child may be at risk of being exposed to extreme ideas or behaviours. She ensures all necessary checks are carried out on adults living and working on the premises and that her assistants are suitable to work with children.

What does the setting need to do to improve?

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

- develop strategies to support children's learning in how to keep themselves safe online
- extend opportunities for children to express themselves during group activities to extend learning even further.

Setting details

Unique reference number	EY426878
Local authority	Islington
Inspection number	10074773
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 3
Total number of places	5
Number of children on roll	8
Date of previous inspection	22 July 2016

Information about this early years setting

The childminder registered in 2011 and lives in the London Borough of Islington. She operates for 48 weeks of the year from 8am to 6pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children. She holds an early years qualification at level 3. The childminder works with assistants.

Information about this inspection

Inspector

Ceri Callf

Inspection activities

- The childminder and the inspector carried out a learning walk. The childminder talked about the resources and activities she provides. She discussed how she organises her setting to support all areas of children's learning.
- The inspector sampled some of the documentation the childminder uses at her setting, including her safeguarding policy and medication records.
- The childminder and the inspector discussed the activities the children were engaged in during the inspection. The childminder talked about the learning she intended the activity to support and how this supported children in reaching their next steps.
- The childminder discussed how she self-evaluates and builds partnerships with parents.
- The inspector talked to the childminder's assistants and children during the inspection. The inspector viewed feedback provided by parents.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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