

Childminder report

Inspection date:

31 January 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children show that they are happy and content with the childminder. They frequently laugh and smile and clearly have a good bond with her. Although the childminder plans her environment to enable children to play with good levels of independence, she misses some opportunities to fully support their learning. For instance, as children draw with crayons, she does not ask them questions about their creations or hold interesting discussions to extend their knowledge. Furthermore, the childminder does not seek enough information from parents when children first start attending. She does not plan appropriate activities to offer enough challenge for children of varied ages and developmental levels to best support their development. In addition, at times, the childminder does not support children to learn about the importance of good hygiene routines, such as washing their hands before eating. Nevertheless, children enjoy their time with the childminder and generally behave well. She frequently offers encouragement and praise as children play and explore their surroundings. Children have opportunities to pretend to go shopping during role play and enjoy listening to stories about dinosaurs and angels, which supports their understanding of some new words.

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

- The childminder has a warm and caring nature when she interacts with children. This is evident when she plays games such as peekaboo and sings nursery rhymes. Her interactions are playful and kind towards children when she engages with them. However, on the day of the inspection, children were left to occupy themselves for too long. This means that some opportunities to support their learning were missed.
- Children have frequent opportunities to explore the local community. This is apparent when they visit local playgroups, the library and parks. This provides them with opportunities to develop their social skills and enhance their awareness of the wider world.
- The childminder keeps all mandatory training up to date. For instance, she has completed valid first-aid, food hygiene and child protection training. This positively contributes towards keeping children safe.
- The childminder is very experienced and has knowledge and awareness of the different areas of learning that foster children's development. However, she does not effectively use this knowledge to plan a broad enough variety of experiences to support and challenge children's learning. This is particularly true for younger babies.
- Arrangements for settling in new children need further development. For instance, the childminder does not gain enough information about children's preferences and current stage of development to start to plan for their personal needs right from the start.

- Current hygiene practices do not fully support children to develop independence and awareness of managing their personal needs to be healthy. For instance, children do not wash their hands before eating lunch, and conversations to support the importance of this are missed.
- Children show that they are happy and relaxed during the time at the setting. They enjoy freely choosing different toys to play with. Overall, they behave well. However, their levels of concentration and engagement could be higher with more attention and support.
- The childminder supports children with English as an additional language well. For instance, she says some basic words in their home language and gives regular praise and encouragement. This boosts their self-esteem and creates a sense of belonging for children.
- Parents are very complimentary about the care their children receive. They express that their children enjoy attending and the childminder is very caring and supportive to their needs. They also appreciate the updates throughout the day and good verbal feedback at collection time.
- The childminder reflects on her practice and evaluates her provision regularly. However, she has not identified the need to plan a more varied and stimulating programme of activities to help children of all ages and varying abilities to make consistently good progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her responsibility to keep children safe. This is evident when she completes daily risk assessments of her home to help to minimise possible hazards and accidents. The childminder can confidently identify possible signs and symptoms that may indicate a child is at risk of harm. She understands which procedures to follow to seek additional support for children to protect their welfare. The childminder shows good knowledge about wider safeguarding concerns, for instance the importance of monitoring children's attendance and identifying behaviours in families that may indicate that they are being drawn into extreme groups.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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plan a wider variety of activities to support and challenge all children's learning and improve the quality of interactions to deepen children's levels of engagement and progress	28/02/2020
gain more information from parents when children start attending, so that each child's learning and care is tailored to meet their individual needs right from the start.	28/02/2020

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

- make better use of situations that arise to support children to learn about the importance of adopting good hygiene routines to support their awareness of staying healthy
- make better use of self-evaluation to identify areas where practice can be further improved to raise the overall quality of experiences for children.

Setting details

Unique reference number	EY235111
Local authority	Islington
Inspection number	10073106
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 12
Total number of places	6
Number of children on roll	6
Date of previous inspection	11 February 2016

Information about this early years setting

The childminder registered in 2003. She lives in the Barnsbury area of the London Borough of Islington and works Monday to Friday from 8am to 6pm, throughout the year.

Information about this inspection

Inspector

Amy Mckenzie

Inspection activities

- The inspector carried out a learning walk and discussion with the childminder to gain a view of her expectations for children's learning.
- A number of observations were completed by the inspector to assess the quality of the experiences for children.
- A range of written testimonials by parents were viewed and their opinions were taken into consideration.
- A leadership discussion was held with the childminder to discuss how she monitors the quality of the provision.
- The inspector looked at a range of documentation, for instance suitability checks and training certificates.

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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