

Childminder report

Inspection date:

25 January 2022

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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The childminder and her assistants provide a caring environment, where children feel happy and safe. Children share close relationships with them and this helps them to feel secure. The childminder and her assistants are considerate, and support children to say goodbye to their parents at the front door, due to the COVID-19 pandemic. They settle quickly into the environment.

Children are friendly to one another, they show compassion if they are hurt or upset. They are confident to use their home languages to greet one another. The childminder and her assistants build positive emotional attachments with them. This supports them to develop valuable social skills for the future.

The childminder observes and plans some activities based on children's interests. Children like to experiment in the role-play area, pretending to cook and feeding themselves. They describe it as 'yummy' and pat their tummies. However, the curriculum is not ambitious. The childminder is not always clear about what she wants children to learn. Experiences provided do not excite or stimulate the children or provide a good level of challenge. Children become bored and frustrated when they are not engaged in their learning.

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

- Overall, children make some progress in their development. However, the childminder does not gather clear and accurate information when children first start attending, in order to support their learning from the outset. The childminder and her assistants work together to consider children's development and plan some activities that children enjoy. However, the learning intentions are not always clear and sometimes do not challenge children to achieve to the highest possible level. Children often spend long period of time waiting. This results in lack of engagement and children becoming distracted.
- Children have regular opportunities for outdoor play. They visit the park to exercise and develop their large physical skills, including walking and running. They enjoy singing action songs where they stomp, jump and clap. Children enjoy looking at books and sharing stories. They turn pages and point to and name familiar objects, such as ball, apple and car.
- The childminder and assistants have a, generally, good understanding of children's individual needs and respond appropriately when they are tired, hungry or need reassurance. However, routines do not always promote children's independence skills. Children are not encouraged to clean their own noses and, at mealtimes, children are not given opportunities to develop confidence in feeding themselves. Most-able children are not introduced to toilet training, although they indicate they have awareness of this. This means

children are not fully supported to develop their self-care and personal needs.

- Children who speak English as an additional language are supported well by the childminder and her assistants. They obtain key words in children's home languages and help them to use them as they play. Younger children enjoy listening to stories and singing songs, which helps them to develop their speech. At times, the childminder and her assistants do not take all opportunities to role model language, or provide experiences for children to hear, listen and learn new words and build on their growing vocabulary.
- The childminder and assistants interact warmly with children during care routines, such as nappy changes and washing hands. They sing songs and make eye contact. This helps young children to feel safe and secure.
- Parents comment that both the childminder and her assistants are warm and caring. The childminder takes time to speak to parents when they drop off and pick their children up. She shares information on how their children have been and what they have done. Parents appreciate this feedback and value the weekly newsletter the childminder prepares for them.

Safeguarding

The arrangements for safeguarding are effective.

Both the childminder and her assistants attend training on safeguarding and child protection. They are aware of the signs and symptoms which may indicate a child is at risk of possible harm. The childminder and her assistants closely supervise children and provide a secure environment to ensure children remain safe. The childminder takes suitable steps to ensure the ongoing suitability of her assistants. When appointing a new assistant, the childminder follows safer recruitment processes to ensure staff are suitable and have the skills they need. Both the childminder and assistants have completed paediatric first-aid training. This ensures any accidents and incidents are dealt with appropriately.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
implement an ambitious curriculum with clear learning intentions to help children engage well and support good progress in their learning	18/02/2022

develop the educational programme for personal, social and emotional development, and provide opportunities for children to manage their own basic hygiene and personal needs.	28/02/2022
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To further improve the quality of the early years provision, the provider should:

- gain information from parents about their child's learning needs when they first start to help establish what children already know and can do, to promote their learning from the outset
- develop young children's language skills further through daily activities and quality interactions.

Setting details

Unique reference number	402691
Local authority	Islington
Inspection number	10205592
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	16 August 2021

Information about this early years setting

The childminder registered in 2001 and lives in the London Borough of Islington. She operates Monday to Friday from 8am to 6pm. The childminder is open throughout most of the year and employs two assistants.

Information about this inspection

Inspector

Nelam Pooni

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke with the childminder and her assistants at convenient times during the inspection.
- The inspector observed the quality of education and had discussions with the childminder and her assistants about what they want children to learn.
- The childminder and inspector carried out a joint observation to assess the quality of education provided.
- The inspector viewed areas of the home used for childminding.
- The inspector spoke with parents and gathered their views about their experiences of the setting.
- The inspector tracked children's progress and discussed findings with the childminder.
- The inspector looked at documentation relating to the suitability of those working with children, such as their qualifications, training, Disclosure and Barring Service checks and first-aid 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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