

# Childminder report

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Inspection date: 25 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children have built strong relationships with the childminder, who provides a warm, welcoming and nurturing environment. Children are confident and self-assured, and they behave well. They access and choose from a wide range of exciting toys and resources. Children are curious and excited to learn. For example, they show a keen interest in exploring the childminder's garden and are eager to try new activities. Children develop their sensory and physical skills effectively as they roll balls along an obstacle course made with pipes and guttering. They develop their hand coordination ready for writing, for example when they squeeze a trigger to spray water and foam.

Children have a good understanding of the childminder's expectations and make their needs known. The childminder responds to them with eagerness, helping them to feel safe and valued. Children access with a wealth of opportunities to explore and learn about the cultures and beliefs of others. Weekly visits to toddler groups and the local park give them the opportunity to develop their physical social skills. Children laugh and giggle throughout the day and enjoy activities across all areas of learning. They develop the skills they need for the next stage in their development and move on to school.

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

- The childminder has a good understanding of how children learn and develop. She routinely observes children when they play and makes accurate assessments of their abilities. The childminder implements a broad range of interesting activities and children make good progress in their learning and development. However, on occasions, she does not fully challenge children during their play to help them achieve the best possible outcomes.
- The childminder works effectively to develop children's communication skills. For example, she captivates children as she teaches them the names of animals and the sounds they make. Children love listening to the childminder as she reads them stories and sings rhymes and songs. She uses plenty of repetition of words and phrases to support young children's vocabulary.
- The childminder provides ample opportunities for children to explore technology and learn about how things work. For instance, young children repeatedly press on and off buttons and open flaps to hear sounds. They wait to see how the toy truck moves and what happens next. The childminder supports children's mathematical development equally well. For example, she teaches children to count and use mathematical language as they play.
- The childminder supports children's good health and encourages them to be independent. For instance, children attempt to take off their shoes and help to tidy up. They develop positive attitudes towards a healthy lifestyle as they

engage in regular physical exercise and experience daily outdoor play. The childminder has undertaken training in children's healthy eating. As a result, she provides children with extremely healthy and nutritious meals and snacks.

- The childminder works well in partnership with parents and shares relevant information to extend children's learning at home. Parents praise the childminder's practice and the support she provides with offers of advice and practical ideas.
- The childminder is a reflective practitioner and monitors aspects of her service well. For example, she has completed a healthy eating course and ensures her mandatory training is up to date. However, the childminder accepts that further professional development will help to improve her practice to a higher level.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding children in her care. She recognises the possible signs and symptoms of abuse or neglect, including those relating to wider safeguarding issues. The childminder knows who to contact if she has concerns about the welfare of a child. She is considerate of children's safety. For example, the childminder ensures her pet dog is well supervised and has a separate play area from the children in the garden. Furthermore, she completes daily risk assessments to reduce any potential hazards.

## **What does the setting need to do to improve?**

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

- provide more challenge to extend and build on children's learning during adult-led and children's spontaneous play activities
- identify professional development opportunities to enhance the existing good knowledge and teaching.

## Setting details

<b>Unique reference number</b>	2526139
<b>Local authority</b>	Islington
<b>Inspection number</b>	10208292
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 1
<b>Total number of places</b>	5
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019. She lives in the London Borough of Islington. The childminder operates Monday to Friday, from 8am to 6pm, throughout the year.

## Information about this inspection

### Inspector

Rubina Nijabat

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector viewed some documentation, including training certificates, insurance and children's progress records.
- The childminder spoke to the inspector about how she organises her provision and her curriculum intent.
- The childminder and the inspector completed a learning walk together.
- The inspector spoke to parents and took account of their views.

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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