

# Childminder report

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Inspection date: 18 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 are happy and enjoy their time at the childminder's home. They settle quickly and demonstrate that they feel safe and secure in her company. A well-resourced environment provides children with access to a broad early years curriculum and purposeful play activities. This keeps them engaged and interested to learn. For example, children develop their fine physical skills as they mould with play dough, knead and roll it, and use shape cutters. They enjoyed playing and exploring various creative activities, such as, mixing flour, glitter, and coloured water. Children make independent choices about the resources they want to play with, following their own interests. For instance, they choose to paint and draw, and engage in lively discussion with the childminder about their paintings and drawings. The childminder consciously follows children's lead and supports their early writing and communication and language development well.

Children enjoy managing small tasks on their own and proudly make visitors aware of what they have done. They enjoy listening to familiar stories and take part in singing sessions, following actions with anticipation and delight. Children's imagination skills are developed well. For example, they pretend to buy and sell cupcakes from the shop and use play money to make their payment. Children are well behaved. For instance, they begin to understand and follow rules and learn to look after the resources. Children make good progress and develop skills to help with the next stage in their learning.

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

- The childminder interacts with children in a gentle and caring manner. She offers reassurance and comfort when they seem unsure of a situation. This supports children's emotional well-being effectively. The childminder provides children with constant praise and encouragement. This helps them to be self-assured individuals.
- Overall, the childminder's teaching is of a good standard. She plans for children's interests across the areas of the curriculum, helping them to make good progress in their learning and development. The childminder closely observes children's learning and assesses their progress accurately. However, despite her good knowledge of the curriculum, opportunities to raise children's mathematical skills are not encouraged as well as other areas of learning.
- The childminder encourages children to develop good communication and language skills. She reads stories with passion so children enthusiastically engage in discussions about the pictures and characters. The childminder asks children open-ended questions that allow them to convey their thoughts and feelings in a meaningful way. She repeats words to teach children how to pronounce these correctly.

- Children learn good personal hygiene practices as they wash their hands, for example after nappy change and before eating. The childminder provides opportunities for children to learn to do things for themselves, such as chopping up their fruit at snack time and helping prepare their lunch. She helps to support children's physical health equally well. Children have regular opportunities for outings in their local community. This means that they benefit from playing outdoors in the fresh air, learning about the world they live in and being physically active.
- The childminder is aware of keeping her childcare knowledge up to date and maintaining her professional development. For example, she regularly meets other professionals to gather information to help maintain good-quality childcare. Overall, the childminder reviews her practice well, consistently adding new resources to develop children's skills further.
- The childminder recognises the value of working in partnership with parents, to help ensure consistency in children's care and learning. From the onset, she gathers verbal information from parents about what their children know and can do. However, there is scope for this aspect of the childminder's practice to be developed even further to make the most of the information. Parents speak positively about the childminder and say they receive daily verbal and text message feedback about their children's care and development. This actively involves parents in their children's learning and helps them to support and extend their child's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound understanding of the safeguarding and welfare requirements. She is confident about recognising the signs of abuse and is fully aware of the procedures to follow should she have any concerns about a child's welfare. The childminder ensures she updates her safeguarding training, including wider safeguarding issues and first aid. She regularly assesses risks to children in her home to ensure they are safe and secure in her care.

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

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

- develop teaching skills to further increase children's opportunities to support their mathematical counting skills
- obtain more detailed information from parents about children's abilities when they first start.

## Setting details

<b>Unique reference number</b>	2515332
<b>Local authority</b>	Islington
<b>Inspection number</b>	10207887
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	4
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019. She lives in Crouch Hill in the London Borough of Islington. The childminder operates Monday to Friday throughout most of 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 spoke to parents and children at times during the inspection.
- The inspector observed an activity and evaluated this with the childminder.
- The inspector viewed some documentation, including training certificates, risk assessments and insurance.
- The childminder and the inspector talked about how the childminder organises her provision and her curriculum intent.

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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