

Childminder report

Inspection date: 7 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
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 confident with the childminder in this friendly and safe environment. Children settle well and form strong attachments with the childminder. She is highly responsive to their individual needs and they are secure in their familiar routines. Children can access a range of toys and resources, inside and outside. The childminder has high expectations for all children and they learn to do things for themselves. She supports their growing independence and encourages them to complete small tasks independently, including washing their hands before eating and putting on their shoes ready to play outdoors.

The childminder encourages children to develop their language and communication skills. She uses clear short sentences to ensure that children understand what she is saying. The childminder introduces new words and explains their meaning in stories, such as 'slither' and 'fierce'. She gives children time to think and respond to questions. Children's confidence grows, and they eagerly copy new words. They listen and show their understanding, as they follow the childminder's instructions.

Children behave well. The childminder treats them with kindness and consideration. This helps children learn how to treat others and build friendships. For example, they are learning to share toys and resources when they play, which helps to develop their social skills. Children benefit from plenty of warm praise and encouragement from the childminder. She supports their self-confidence and self-esteem well. Children are learning to manage their feelings and emotions with her support. She is a calm role model who encourages their positive behaviour.

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

- The childminder supports children's early communication skills well. She talks clearly, introduces new vocabulary and models the correct pronunciation of words. This helps to support children's understanding and speaking skills.
- The childminder has a good knowledge of the children in her care. She uses her ongoing observations to understand children's level of achievement, interests and learning styles. She incorporates their next steps for learning into her planning to support children's development.
- The childminder develops good relationships with parents. She regularly shares updates about children's learning and development with them, including information about any gaps in their learning. However, occasionally, the childminder does not obtain enough information from parents to help her understand children's starting points in order to support them fully.
- The childminder provides a safe and suitable play environment and consistently assesses any risks in her home and the communal garden. She helps children to understand safe practices and ensures they are always supervised. Children's

current sleeping arrangements in the childminder's home limit their physical movements and ability to decide how they wish to position themselves while they sleep.

- Children develop a good understanding of diversity beyond their immediate family. For example, the learning environment includes positive cultural images, books and role play resources to explore.
- Children are consistently helped to understand behaviour boundaries, such as sitting down when eating. Children show that they understand the daily routines. The childminder is a positive role model and instils the use of good manners, such as 'please' and 'thank you'. Children receive meaningful praise for their achievements.
- Children's physical well-being is developing well. The childminder encourages children to eat healthy meals and talks to them to reinforce the benefits of healthy eating. She provides daily opportunities for outdoor play, such as trips to the local parks and playgroups.
- The childminder reflects on her practice and keeps her professional skills and knowledge up to date. She accesses training to help keep children safe and meets with other childminders to share ideas.
- Parents leave positive feedback and appreciate the reassurance, flexibility and support given by the childminder. They recognise that their children have grown in confidence and have many opportunities to play with other children, helping to develop their social interactions. The childminder keeps parents informed about their children's progress through daily feedback.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of child protection updated through accessing information provided by her local authority and training events. The childminder is able to recognise and respond to any concerns that she may have regarding a child's welfare. She describes the possible signs and symptoms that may indicate that a child is at risk of harm. The childminder knows what to do should an allegation be made against her and has detailed policies in place to support her safeguarding practice. She completes regular checks on the environment, toys and resources to ensure that they are safe for children to use.

What does the setting need to do to improve?

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

- review the sleeping arrangements for children
- obtain more information from parents about children's development to help establish accurate starting points in order to support children fully from the outset.

Setting details

Unique reference number	EY557834
Local authority	Islington
Inspection number	10190381
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 3
Total number of places	4
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in the London Borough of Islington. She cares for children Monday to Thursday, from 8am until 6pm, term time only. The childminder holds qualified teacher status.

Information about this inspection

Inspector
Anne Maher

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 her evaluation of the setting.
- Parents shared their views through written feedback. The inspector took account of these views.
- The inspector looked at a sample of the childminder's documentation. This included evidence of the suitability of those living in the household, qualifications, first-aid certificates and policies and procedures.
- A joint evaluation of an activity was carried out by the inspector and the childminder.

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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