

Childminder report

Inspection date: 28 June 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Met
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What is it like to attend this early years setting?

The provision is good

Children receive plenty of love and cuddles, which allows them to thrive and form secure relationships with the childminder. They receive endless praise and warmth during interactions. Babies and young children snuggle in for cuddles and settle extremely quickly. Quality reciprocal relationships mean that children's self-esteem and confidence are supported very well. Older children are loving and gentle towards babies and they are kind to each other. The childminder models good behaviour. She teaches children to be respectful by modelling her respect for their views. Children say 'please', 'thank you' and 'please may I have...' when speaking to each other. Children behave very well.

Songs and rhymes permeate play at this setting. Children select their musical choices from the virtual assistant by voicing instructions. The childminder sings and links play to nursery rhymes at every opportunity. For example, children move in time to the music and jump and hop when they act as the 'Sleeping Bunnies'. They remain engaged and enthusiastic at play and make links with what they are doing.

Children have daily opportunities to explore their local community. The childminder plans activities outside the home to give children new social experiences. She recognises that children may not have had as many social experiences during the COVID-19 pandemic. The childminder focuses her curriculum on children's personal and social development. Children attend regular playgroup sessions and go on trips to the park, library and Science Tots. They meet new children and people and develop confidence in new social situations.

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

- Partnerships with parents are strong. Many children and families have remained with the childminder for some time. The childminder knows families very well because they belong to the same Polish community. She keeps parents well informed about children's progress and offers ideas for learning in the home. Parents speak warmly of the childminder's emotional support for them during the COVID-19 pandemic.
- Children develop their independence skills well. They wash their hands and help the childminder to prepare snack and lunch. The children demonstrate kindness to each other. Older children support younger children at times of transition. For example, they play with the baby at the table while waiting for lunch. The childminder provides good support for children's learning during activities and routines.
- Children have healthy and nutritious meals. They are encouraged to try new tastes and textures. When children are unsure and do not know how to peel a satsuma, the childminder uses the opportunity to support learning. Children

notice the shape, form, texture and smell of the peel and carefully throw it away in the recycling bin. Children are curious, explorative and focused throughout the activity.

- Children learn new words and explore meaning during play both in English and Polish. The childminder understands what the children know. She can talk about their progress and learning with confidence. Babies' and younger children's early communication skills are well supported.
- The childminder works very hard to maintain quality and develop her own practice. She takes time to seek out new training. She attends local networking groups and responds quickly to changes and updates in the sector. The childminder is motivated to read, review and reflect on these changes to improve the service she provides.
- The childminder has developed an ambitious curriculum for the children who attend. She gathers useful information when children start at her setting. She use this to sequence their learning. The childminder knows the children well. She can talk about what they can do, what she wants them to learn, how she will do this and why. However, the curriculum does not fully include opportunities for the children and their families to learn and understand the risks when using digital technology, and where to get support if they need it.

Safeguarding

The arrangements for safeguarding are effective.

The childminder thinks carefully about how to create a safe environment for children. She implements effective safety measures so that children are protected from harm. The childminder has a good knowledge of the signs and symptoms of abuse. She is clear on the procedure to follow if any concerns arise about a child in her care. The childminder is aware of the possible signs that a child may be at risk of exposure to extreme views and behaviour. When on outings, the children wear a luminous vest with the childminder's name and phone number clearly on display to keep them extra safe.

What does the setting need to do to improve?

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

- extend children's personal development by including opportunities for them to begin to understand the risks when using digital technology.

Setting details

Unique reference number	EY482063
Local authority	Islington
Inspection number	10219881
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 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	30 August 2016

Information about this early years setting

The childminder registered in 2014. She lives in the London Borough of Islington. The childminder works Monday to Thursday, from 8am to 6pm, and operates throughout most of the year. She holds an appropriate early years qualification. Currently, there are no children in receipt of early years funding.

Information about this inspection

Inspector
Sandra Teacher

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 childminder and the inspector took part in a joint observation of children engaged in an activity. They discussed what the intention was and the quality of teaching and learning that they observed.
- The childminder spoke to the inspector, as part of the learning walk, about the intentions for children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder provided the inspector with a sample of key documents on request.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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