

Childminder report

Inspection date:

26 July 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

Outstanding

What is it like to attend this early years setting?

The provision is good

Children flourish in the nurturing environment created by the childminder. They go to her for cuddles when they need assurance, clearly benefitting from her warm and caring approach. The childminder knows the children very well. She identifies the resources they are interested in and provides activities that include them. This ensures they remain focused, helping them to make good progress.

Routines are well embedded and understood by the children. For example, they know when it is time to tidy up and get ready for a snack. This helps them feel secure and confident when transitioning. Children's personal and social skills are well supported. They play happily alongside each other and willingly share resources. Regular visits to local stay and play sessions allow them to socialise with other children, further developing their skills.

The childminder has high expectations, encouraging the children to do things for themselves. For example, they help her tidy the room before story time and find the books they would like her to read. Communication and language are a strong focus of the setting and, as a result, children are developing a love of books and reading. They sit engrossed in the stories she reads to them and enthusiastically join in with well-known words and phrases.

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

- The childminder considers the information she needs from families before children start with her. She works hard to settle children and make the transition as smooth as possible. She works with parents to create individualised settling-in plans to support their children's emotional well-being.
- The childminder has a good understanding of how young children learn. She provides resources and activities that build on what they already know. She extends their learning by introducing new resources and ideas into their play. For example, children playing with wooden animals are given a large toy bus and encouraged to fit the animals into it.
- The prime areas of the curriculum are a focus. The childminder knows that these areas are key to a young child's development. She observes the children all of the time, which helps her identify any gaps in their learning and development. Learning experiences are planned that quickly address the gaps and support the children to move on successfully.
- Communication and language development is good. The children listen to rhymes and songs throughout the day. This supports their understanding of language patterns and structures. The childminder talks to the children frequently and describes and comments on what they are doing, modelling spoken language well. She asks them questions and repeats simple phrases.

This encourages them to speak and feel confident when 'using their words.'

- The childminder identifies opportunities for the children to practise their mathematical skills. For example, she hands out balls to the children and counts them as she does so, encouraging the children to say the numbers with her. However, she does not provide regular creative activities for the children and, therefore, they are not developing their skills as well in this area.
- The childminder provides regular healthy snacks and makes sure the packed lunches that parents provide are nutritious. Children learn about healthy lifestyles and the importance of oral hygiene. She encourages parents to help their children eat a balanced diet.
- The childminder uses the local area very well. She takes the children on regular visits to the local parks, play areas and the library. These activities promote children's understanding of the world around them and enhance their learning.
- The childminder has developed good relationships with parents. She communicates with them daily, sending photos of what their children have been learning. Parents report that they are very happy with the setting's care and education and praise the childminder for her help and support.
- The childminder is reflective about her setting. She knows what she does well and what could be improved. She seeks advice and support from other agencies when required. She knows how important regular training is, helping her keep abreast of new initiatives in early years education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe. She knows the signs that may indicate children are at risk from harm. The childminder understands her duty to refer any concerns to the appropriate professionals. She keeps her safeguarding training up to date. The childminder provides a safe environment for children. She conducts regular checks to ensure that her home is safe and free from hazards. Children take part in regular fire drills. This ensures they know what to do in an emergency.

What does the setting need to do to improve?

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

- provide more regular creative activities to support children's learning and development in this area.

Setting details

Unique reference number	EY439016
Local authority	Islington
Inspection number	10138043
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 1
Total number of places	6
Number of children on roll	2
Date of previous inspection	1 February 2016

Information about this early years setting

The childminder registered in 2012. She lives in the London Borough of Islington. She operates all year round, from 8am to 6.00pm, Monday to Friday. The childminder has a level 3 qualification in childcare.

Information about this inspection

Inspector
Paul Church

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and they discussed how they ensure it is safe and suitable.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022