

Childminder report

Inspection date: 2 August 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 thoroughly enjoy the time they spend in this homely environment. They confidently explore a wide range of age-appropriate resources. The childminder skilfully plans activities based on children's interests. For example, children are curious about bees. They discuss their features when making models of bees out of dough and explore their habitat on trips to the park.

Children demonstrate that they feel secure and have a close bond with the childminder. They cuddle up to her for stories and seek her out for comfort when tired. Children establish close relationships with one another. They talk fondly about other children at the setting and the friends they make at the various groups they attend. Children are confident around visitors. They show them around the childminder's home and talk about the games they enjoy playing. Children proudly show visitors pictures of all the activities and trips they enjoy with their friends.

Children show high levels on curiosity in their play. The childminder encourages children to ask questions and explore their ideas further. For example, when children are making modelling dough, the childminder asks them what might happen if they add more water. Children discuss the different textures they may achieve, before experimenting with various quantities of liquid.

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

- Parents speak highly of the childminder and the care she offers. They value the close relationship she has with children, which supports their emotional well-being. Parents comment on the high-quality communication they receive about their children's development. They appreciate how any concerns about their children's development are dealt with swiftly and sensitively.
- The childminder supports children's understanding of healthy lifestyles. She provides children with healthy, home-cooked meals and snacks. Children know to wash their hands before eating and after messy activities.
- The childminder builds strong relationships with families from the start. She gathers comprehensive information about children's early experiences. This enables her to plan learning opportunities to support children's development. For example, the childminder works closely with other childcare professionals. This supports the social and emotional development of children.
- Children behave well and are polite. They offer help in tasks such as tidying up and cleaning the table after meals. The childminder is a good role model. She is kind and respectful towards children and demonstrates good manners.
- Children are encouraged to be independent. They take great pride in the age-appropriate tasks they complete. Children delight at using a dustpan and brush to sweep up after messy activities. They pour their own drinks and use wipes to

clean their hands and face after meals and snacks.

- The childminder demonstrates a clear intent for children's learning. She plans engaging activities aimed at supporting children's long-term progress. For example, she encourages development of fine-motor skills with activities involving building bricks and modelling dough. The childminder understands that this supports children's emerging writing skills.
- The childminder monitors children's development closely. She has comprehensive knowledge of their individual abilities and future learning goals. The childminder regularly shares information about children's development with parents. This enables them to support their children's learning at home.
- Children feel proud of their achievements, which are shared with families. For example, when children make structures out of blocks, the childminder immediately sends photos of their creations to parents. The childminder consistently praises children for their efforts and achievements. Children proudly hang up artwork for their friends to admire.
- The childminder places a particularly sharp focus on children's communication and language development. She provides a language-rich environment, consistently modelling new vocabulary. Children engage well at story time. The childminder creates an environment where children confidently explore the initial sounds in words. She then supports them in making links to names which are significant to them. Children would benefit if the same high-quality teaching was applied to their mathematical development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of the signs and symptoms which could indicate that a child is at risk from harm. She understands the correct process to follow when reporting concerns about the welfare of a child. The childminder provides a safe environment for children. She completes regular risk assessments of the setting and when on trips out with children.

What does the setting need to do to improve?

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

- establish methods of reflection to identify specific areas for improvement in teaching.

Setting details

Unique reference number	EY558860
Local authority	Islington
Inspection number	10190387
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 4
Total number of places	3
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 Barbican, in the London Borough of Islington. She operates all year round from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Antonia Campbell

Inspection activities

- This was the first routine inspection the provider 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 inspector considered the views of parents by viewing feedback during the inspection.
- The inspector looked at relevant documents, including evidence of the suitability of all persons on the premises.
- The inspector observed the interactions between the childminder and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector held discussions with the childminder about the monitoring of learning and development in the setting and tracked the progress of children.
- The inspector and the childminder completed a joint observation of an activity to assess the quality of teaching.

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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