

# Childminder report

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Inspection date: 3 August 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 enjoy playing and learning at the childminder's home. The childminder is kind and nurturing. Her home is organised and resourced well. She intentionally rotates her resources and toys to keep children enthused and interested in exploratory play. Children develop well across their areas of learning from a range of activities. They enjoy messy play, construction, cooking, small-world play and singing. The childminder plays calming music as children play. Children listen to nursery rhymes as they eagerly explore. Later, as children prepare for sleep times, the childminder plays soothing sounds from nature. This helps children to relax, feel calm and sleep soundly.

The childminder facilitates children's developing vocabulary well. As they play, she consistently narrates their actions. The childminder clearly emphasises key words and phrases for children to copy. She models speaking in simple sentences as she points to objects and toys. This helps children to learn to speak clearly and confidently. Children enjoy plenty of trips to the local park and playgroups. They generally behave well, and learn to share and take turns. Older babies confidently finger feed themselves and young children learn to handle cutlery at mealtimes. Children enjoy helping to tidy up, and know when it is time to play, rest, eat and sleep.

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

- The childminder manages individual children's needs well. She makes good use of older babies' sleep times to focus on more individualised teaching and learning with young children. This gives children opportunities to remain absorbed in focused learning. For example, children enjoy extended moments with the childminder, naming animals and their different noises while completing puzzles.
- The childminder routinely reads to children. She clearly labels objects pictures and parts of the body as she plays with them. As a result, all children, including those children who speak English as an additional language, quickly build up their existing vocabulary.
- The childminder has high hygiene standards in her setting. She meticulously wipes all surfaces and disinfects mats between nappy changes. Children clean their hands after playing and before eating. They drink from individual beakers and know that these are not for sharing.
- Parents are complimentary about the childminder's practice. They say that she is an experienced caregiver who knows their children well. Parents feel that their children make good progress and develop confidence at the childminder's setting.
- Children learn to count and recognise numbers. This is because the childminder

consistently counts objects, actions and speaks to children about quantities as they play. Children feel safe in her care, and readily approach her for cuddles and reassurance. Older babies maintain eye contact as they babble phrases. They know that the childminder is always ready to listen to them when they speak.

- Children learn to share and minor disagreements over toys are short lived. This is because the childminder quickly intervenes and provides age-appropriate explanations around the importance of sharing. However, when children occasionally indulge in play that is unwanted, her intervention is not as effective. At such times, children do not demonstrate that they understand her rules or expectations. This is because, although the childminder steps in, she does not offer children any explanation as to why some of their play is unsuitable.
- Children are intrigued by the childminder. She exudes enthusiasm as she introduces children's activities. Children respond immediately as they attempt to solve challenging shape sorters. The childminder offers constant praise and encouragement. She remains close by and directs children's actions. However, she does not allow enough time for children to attempt to solve problems independently before helping them.
- The childminder know the areas of strength of her practice. Children enjoy her healthy and nutritious meals. She knows that her focus on developing children's confidence, communication and language will prepare them well for starting nursery. The childminder has already identified further training she intends to undergo. She envisages this will enhance her safeguarding knowledge even further. The childminder plans to repurpose a room in her home to provide a cosy space for children to relax in, hear stories and engage in calmer activities.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure understanding of the procedures for keeping children safe from harm. She knows the signs that suggest a child is suffering abuse. The childminder knows how to contact the relevant safeguarding partners should she have any concerns. She carries out effective risk assessments to all areas of her home. The childminder ensures that children remain safe on their park visits by remaining close by and keeping park gates shut. The childminder is vigilant to any safety considerations in her local community. She is an active member of an online neighbourhood watch forum.

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

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

- seek further ways to improve children's understanding of the differences between desirable and undesirable play

- allow children more time to test their ideas and learn to solve problems, before offering them a solution.

## Setting details

<b>Unique reference number</b>	2525056
<b>Local authority</b>	Islington
<b>Inspection number</b>	10215051
<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>	1 to 1
<b>Total number of places</b>	6
<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 and lives in the London Borough of Islington. She offers her service all year round from 8am until 6pm, Monday to Friday, excluding bank holidays. The childminder holds a relevant childcare qualification.

## Information about this inspection

### Inspector

Olivia Awolola

### 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 the evaluation of the provider.
- The inspector completed a learning walk of the areas of the childminder's home, and discussed how the childminder supports children's learning.
- A phone call conversation with parents helped the inspector to evaluate parents' views of the childminder's practice.
- The inspector spoke to children at appropriate times during the inspection.
- A range of documents and records were sampled by the inspector.
- The inspector observed the quality of interactions, and teaching and learning that took place at the childminder's setting.
- The inspector held a leadership and management discussion with the childminder. This helped to determine how well the childminder evaluates the overall effectiveness of her provision.

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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