

Childminder report

Inspection date: 28 September 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	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy attending this nurturing home-from-home environment. They show high levels of confidence and benefit from close and meaningful interactions. Children talk confidently to the childminder about their family, while cutting out shapes of people in dough. They excitedly identify shapes and gratefully receive praise from the childminder. Children explore the inviting indoor and outdoor area. They recall familiar songs that they sing as they play with building blocks. Children are delighted as they stack one block on top of another, waiting to see how many it will take to make it fall.

Children walk around the local community waving at people working in different shops. They eagerly count down from 10 when crossing the road and looking for the 'green man'. They develop awareness of road safety and discuss it as they walk, holding hands with the childminder. Children acquire new language as they play I-spy. Children develop a rich vocabulary as the childminder models words and phrases and encourages them to repeat these.

Children are welcomed as part of the childminder's family. The childminder and children quickly build strong and long-lasting bonds. Children happily snuggle up on the childminder's lap for reassurance and sing songs with her. This helps children to feel secure and settled in her care.

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

- The childminder ensures that any statutory assessments, such as reports about children's development when they are two years old, are completed in a timely manner. She knows the children well, which helps her to accurately assess children's progress. She understands where children need support and provides experiences for them to be able to learn. For example, children use technological toys to learn about cause and effect and identify letters on keyboards.
- Through her knowledge of what each child likes, the childminder adds challenges to children's play. For example, children use sensory tubes to stack, and the childminder measures the height of children against them. The childminder asks questions about how tall they are, helping to expand their emerging vocabulary. However, the childminder's enthusiasm to add language means children do not always have the opportunity to explore activities independently.
- Children behave very well. They confidently follow rules set by the childminder. They enthusiastically help to pack away the toys they have used, explaining which toys go in which box to visitors. Children enjoy taking turns. During a dough activity, children tell the childminder 'It's your turn now,' and enjoy the concept of sharing with others. Children are kind and use their manners when

asking for things. The childminder role models manners and praises children for their efforts.

- The childminder maintains good relationships with parents. She shares updates on children's progress regularly. Parents report that their children 'have a brilliant time' with the childminder and that they 'value the support' that she provides to families and children. The childminder regularly updates her professional knowledge by networking with other childminders and attending weekly training courses. This means the childminder regularly adapts her practice, and children develop well as a result.
- Children enjoy the use of a safe and well-resourced outside area. The childminder ensures learning continues outside and children are able to move and become more physically active. Children also go on trips to local zoos, stay-and-play sessions and the library. They are encouraged to select their own books and share them with their families.
- The childminder recognises that some children require additional support to develop their communication and language skills. She uses visual aids and gestures when communicating with children and understands that they need the time to be able to think and respond to a question.
- The childminder encourages children to have a go when taking part in activities during the day. For example, children proudly show visitors as they put their own coat on. The childminder encourages children to persist with difficulties when trying to fasten their shoes. Children are resilient and show a can-do attitude.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding and refreshes her knowledge often. The childminder understands what the signs and symptoms of abuse are and knows how to report her concerns effectively. She has a good understanding of when a child may be at risk of being groomed in relation to gang crime and county lines, and who to report this to. She demonstrates a secure knowledge of managing risks in her home and when taking children on outings. The childminder talks to children about risks. For example, she teaches them how to cross the road safely.

What does the setting need to do to improve?

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

- provide more opportunities for children to be curious during play and explore their own ideas.

Setting details

Unique reference number	133297
Local authority	Islington
Inspection number	10072388
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	2 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	25 January 2016

Information about this early years setting

The childminder registered in 1996. She lives in the London Borough of Islington. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds a relevant degree in education.

Information about this inspection

Inspector

Amy Clarkson

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 provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a discussion to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint evaluation of an activity with the childminder.
- Written views from parents were taken into account during the inspection.

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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