

# Childminder report

---

Inspection date:

21 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Good

## What is it like to attend this early years setting?

### The provision is good

The children are content and feel secure in the welcoming environment. Children are independent and happily choose their play. They have good interactions with the childminder. Children giggle and laugh as they play together. For example, children play back-and-forth ball games. This helps to develop their large muscles and coordination. Children are self-confident in social situations. They communicate with authorised visitors using gestures and phrases. Children behave well and are friendly.

Children develop an early interest in literacy. They enjoy looking at books with the childminder. Children turn the pages in a book and comment on the pictures. They can identify animals such as a dog, a cat and a rabbit. The childminder expands this further by asking questions about the sounds the animals make and what they eat. This helps promote children's early language and communication skills.

The childminder has high expectations of children. Children are able to follow instructions. They hold hands with the childminder as they walk to the playground and learn about road safety. Children are curious learners. They squeal with delight when they see several ducks. Children enthusiastically say, 'Hi, duck!' and wave to them. They are fascinated by the sight of a nest near the stream. Children enjoy learning about nature and living things.

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

- The childminder provides daily opportunities for children to enjoy fresh air and exercise. Children enjoy numerous outdoor activities, such as climbing steps on slides and playing on swings. Children persevere when activities are challenging and proudly say, 'Did it!' when they reach the top of a climbing boulder. Children show great pride when demonstrating the skills they have learned. The childminder praises children for achieving their goals. This helps to develop positive self-esteem and resilience.
- The childminder uses water play to introduce children to mathematical concepts and extend their vocabulary. Children carefully pour water from one container to another. This helps to develop their small-muscle skills. They display high levels of concentration. The childminder models counting and encourages the children to join in. Children have new words introduced to them. For instance, children practise words such as 'tablespoon', 'ladle' and 'jug'. Parents comment that their child's speech has progressed well since being cared for by the childminder.
- Parent partnership is strong. Parents describe the childminder as 'reliable' and 'amazing'. They say that their children are well cared for and enjoy attending her setting. Parents appreciate the detailed daily feedback they receive about their children's learning and development. The childminder keeps them fully informed

of their children's achievements and their next steps in learning. Therefore, parents can support the children's learning further at home.

- The childminder is aware of the importance of continuous professional development. However, she has not identified her training needs accurately in order to focus on the most effective way to plan and teach children to make the best progress. For example, sometimes, she plans and teaches activities that are not sharply focused on children's learning needs and interests.
- The childminder establishes secure and trusting relationships with children, who have positive levels of emotional well-being and enjoy social interactions. When the childminder changes children's nappies, she talks to them throughout, helping to make this time a positive experience. Children have good self-esteem and show a strong sense of belonging.
- The childminder has a clear structure and routine, which means the children feel safe and develop self-discipline. Children have a good understanding of daily routines. On occasions, however, the childminder does not encourage children to manage some tasks for themselves to develop their independence further. For example, she washes children's hands rather than encouraging them to try to do it for themselves.
- The childminder promotes the overall health of children. She provides children with a wide range of healthy and nutritious snacks and meals. Furthermore, all the food served considers children's dietary needs, preferences, tolerances and allergies. Children's health and well-being are supported well.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder attends training to keep her knowledge of safeguarding up to date. She understands the possible signs and symptoms of abuse. She knows who to contact to seek advice and to report concerns about children's welfare. The childminder is aware of how to report any allegations made against herself. She is aware of child protection issues, such as female genital mutilation. The childminder is trained in paediatric first aid and keeps this up to date. This helps to keep children safe. The childminder completes thorough risk assessments for her home and outings, to minimise hazards.

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

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

- target training and continuous professional development to raise the quality of planning and teaching to the highest level
- make use of opportunities throughout the day to further develop children's independence.

## Setting details

<b>Unique reference number</b>	EY475109
<b>Local authority</b>	Islington
<b>Inspection number</b>	10236336
<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>	3
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	28 October 2016

## Information about this early years setting

The childminder registered in 2014. She lives in Canonbury, in the London Borough of Islington. The childminder cares for children from Monday to Friday, from 8.00 am to 6.00pm, all year round, except during family holidays and bank holidays.

## Information about this inspection

### Inspector

Yemi Afolabi

### 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 this into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed an activity and evaluated this with the childminder.
- The inspector spoke to parents during the inspection and took account of their views.
- Written documentation was reviewed. This included a paediatric first-aid certificate, qualifications and evidence of suitability.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022