

# Childminder report

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Inspection date: 12 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Met
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## What is it like to attend this early years setting?

### The provision is good

The childminder provides children with a safe and nurturing environment. Children are very settled and show good levels of confidence. Younger children who have just started with the childminder form strong bonds with her. This contributes to their confidence and relaxed attitude to separating from their parents. The childminder gathers detailed information about children's individual routines, and she is dedicated to meeting the children's care needs effectively. The childminder is affectionate and calm. Children happily snuggle in for cuddles and have big smiles for her and the inspector throughout the morning.

The childminder places a high focus on helping children to develop a love of books. For example, younger children confidently grab a book and attempt to turn the pages. The childminder uses words such as 'fuzzy' and 'soft' to describe the different textures in the book. Children show a keen interest in exploring the sensory books by stroking and tapping the pages.

Children behave well. The childminder knows when children are beginning to lose interest in an activity and quickly adapts the environment and activities to follow the children's interest. Babies squeal with delight as they jump in the bouncer. They demonstrate their emerging physical development as they grab, pull and kick their legs.

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

- The childminder develops good partnerships with parents. She has in-depth conversations at collection and drop off and updates them throughout the day. Parents comment positively about the childminder. They comment on the progress their children have made in the short time they have been attending, and they value her approach and attitude.
- The childminder supports children's communication and language effectively. She repeats words clearly for younger children to process. She listens to the different sounds the babies make and responds to these with enthusiasm and genuine respect.
- Children benefit from a clear, sequenced curriculum. The childminder provides effective levels of challenge during planned and spontaneous activities. Younger children are curious and motivated to learn. For example, they confidently turn buttons on and off to create light and sound from a battery-operated toy. The childminder has well-thought-out plans in place to help support children's personal and emotional development. For example, with the children, she visits the local playgroup in order to support children's understanding of how to share and take turns with children they are not familiar with.
- The childminder is part of a local network of childminders. They share ideas and

examples of good practice together. The childminder also keeps her knowledge up to date through her own reading and research. However, she is aware that she needs to develop her programme of professional development further, to strengthen the quality of her education to an even higher level.

- The childminder ensures that children have a wide range of opportunities to be physically active and provides them with plenty of fresh air and healthy snacks. She demonstrates a strong understanding of how she supports children and their families about the importance of making healthy food choices as part of leading a healthy lifestyle.
- In the short time since starting with the childminder, children are making good progress. For example, babies are now able to hold their own bottle and attempt to feed themselves, demonstrating their growing independence. Babies are beginning to shuffle and crawl across the floor, to choose an activity to explore.
- The childminder is incredibly caring and vigilant. She responds quickly when babies need a nappy change or when they show signs of being tired. The childminder offers them plenty of reassurance and smiles at all times.
- Children enjoy going for walks along the canal and visiting local parks, learning about the world around them as they do so. The childminder provides many opportunities to discover what makes them unique. She is passionate about teaching children about different cultures and faiths other than their own. For example, she uses books, has discussions and spends time within the local community.

## Safeguarding

The arrangements for safeguarding are effective.

Children are kept safe. The childminder confidently knows how to identify, record and report child protection concerns. She completes relevant safeguarding training and understands the importance of ensuring her knowledge is up to date. For example, she demonstrates her understanding of the 'Prevent' duty guidance effectively. The environment is safe and secure. The childminder completes a daily risk assessment before children arrive. She completes accurate accident records of any injuries and makes sure parents are informed.

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

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

- strengthen the programme of professional development to raise the quality of education to an even higher level.

## Setting details

<b>Unique reference number</b>	EY480267
<b>Local authority</b>	Islington
<b>Inspection number</b>	10236433
<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>	0 to 0
<b>Total number of places</b>	4
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	5 October 2016

## Information about this early years setting

The childminder registered in 2014. She lives in the London Borough of Islington. The childminder works each weekday, from 8am to 6pm, and operates throughout most of the year.

## Information about this inspection

### Inspector

Laura Rathbone

### 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 childminder showed the inspector around the parts of her home that she uses for childminding. She explained how she organises her curriculum.
- The inspector observed children playing and evaluated the impact of the childminder's interactions on children's learning.
- The childminder showed the inspector a range of documentation, including evidence of the childminder's suitability.
- Parents provided written feedback for the purpose of the inspection.
- The inspector talked to the childminder about how she manages 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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