

# Childminder report

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Inspection date: 24 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	Good
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## What is it like to attend this early years setting?

### The provision is good

The childminder greets children at the door and invites them to explore various activities she has prepared for them based on their interests. Children settle in quickly, engaging in play and in conversation with the childminder. The children ask questions, comment on what they are doing and repeat new words introduced by the childminder. The childminder is a positive role model and is constantly encouraging children to try new things. For example, she tells them, 'you can do it' when the children express that they cannot. She gives them the space to try, offering guidance when needed. Then, they celebrate the children's success together.

The children imitate the language the childminder uses, inviting the childminder to play with them; 'shall we build a puzzle?' they ask. They start building a puzzle about means of transportation, naming them and talking about where they could find each. The childminder teaches children good manners and how to solve conflict with peers in a courteous way.

The childminder takes the children out every day, so they can learn about the community. They go on long walks to the Southbank or ride the bus to Alexandra Palace. They visit museums, art galleries, the library and parks. They meet other childminders and participate in community toddler groups. They go to the playground, where children have the opportunity to practise their balance and climbing, taking stairs one at a time and getting on and off of the apparatus.

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

- The childminder sets up activities based on the children's interests, with clear learning objectives in mind. She describes the curriculum as child led and she waits for the child to invite her to their play before stepping in. She knows the children well, selecting resources she knows they will like in order to extend their learning.
- The childminder shows knowledge and understanding of all areas of development and knows how to support children in their learning. She provides children with many opportunities to develop their fine motor skills, such as threading, cutting and mark making. Though the setting does not have direct access to a garden, the childminder makes it a priority to take the children out to the park every day, so they develop their gross motor skills. She also plans other outings to places like the zoo, art galleries, shops and Alexandra Palace to teach children about the world they live in.
- The childminder supports children's language development superbly. Even the youngest children in her care speak clearly, with abundant vocabulary and complex sentences. The childminder and children read books together and sing

songs. The children use language effectively to solve problems and communicate their needs clearly.

- The children have plenty of opportunities to practise their mathematical skills in their play. The childminder introduces shapes vocabulary and encourages the children to count the sides of each shape. However, the activities are sometimes a bit too challenging for the children's current stage of development. Continuous professional development would help the childminder break down learning to identify appropriate next steps to extend learning.
- The childminder role models respectful language which the children imitate in their interactions with others. She demonstrates good understanding of how to manage difficult behaviour, giving children time to calm down and encouraging them to reflect on their actions. The childminder introduces language about emotions and discusses various facial expressions with the children, inviting them to express how they feel. For example, she provides children with mirrors and says, 'this is my angry face, can you show me yours?'
- The childminder teaches children how to be autonomous, encouraging them to put coats and shoes on by themselves, wash their hands before meals and brush their teeth. However, she does not always encourage them to tidy up after finishing with an activity, which results in toys being spread all over the floor.
- The childminder works closely with parents to support the children's learning. Parents speak positively about their children's experiences at the setting and feel comfortable asking the childminder for advice regarding their children. They see their children are happy with the childminder and value the information given to them about their children's day.
- The childminder has high expectations for all of the children in her care. She always assesses children's learning to determine the stage of development and plan activities to help them extend their learning. The childminder also encourages children to make connections between learning. For example, when introducing the colour grey to a child, she commented they had seen and talked about the colour before, when arranging the grey cushions. She demonstrates understanding of how to support a child with additional educational needs and works in partnership with parents in order to aid their learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe and keeps herself up to date with the local safeguarding procedures. She can identify signs and symptoms of abuse and knows which processes to follow if she had any concerns about a child's well-being. The childminder carries out daily risk assessments in her home and for outings to ensure a safe and secure environment.

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

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

- encourage children to help tidy up after they finish playing with resources, so the floor is clear and the room looks inviting
- strengthen child development knowledge through consistent training to improve identification of next steps to extend learning.

## Setting details

<b>Unique reference number</b>	EY480925
<b>Local authority</b>	Islington
<b>Inspection number</b>	10236450
<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 2
<b>Total number of places</b>	3
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	15 November 2016

## Information about this early years setting

The childminder registered in 2014. She lives in the London Borough of Islington. The childminder provides her service on weekdays, all year round. She holds a suitable early years qualification at level 3.

## Information about this inspection

### Inspector

Isabel Torres Rodriguez

### 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 childminder.
- The childminder showed the inspector the areas used for childminding.
- The inspector spoke to parents to understand their views about the setting.
- The inspector observed the children and the childminder.
- The childminder and the inspector discussed how the childminder supports children's learning.
- The inspector reviewed relevant documents.

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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