

Childminder report

Inspection date: 8 November 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 are very well cared for by the warm and nurturing childminder. They appear happy and are motivated to learn. Settling in is flexible and meets children's individual emotional needs. This helps them to quickly feel safe and secure. The childminder seizes every opportunity to build children's confidence and independence. For example, children put on their own coats and shoes, tidy away resources and put their leftover food in the bin after eating. The curriculum focuses on the areas children need to develop, taking account of their interests. For example, children who enjoy physical activities are provided with lots of opportunities to practise their skills outside in the garden and on visits to the local playground.

Children show respect and consideration for each other and the childminder. Routines and behaviour expectations are clear and regularly reinforced by the childminder. This means children understand what is expected of them at all times and general behaviour is good. Children learn to share and take turns when playing, supported by the gentle encouragement and praise they receive from the childminder. Regular visits to local 'stay and plays' and the library allow children to socialise with others, further developing their personal skills.

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

- The childminder plans an exciting curriculum, based on children's development needs and their interests. Children choose their own resources, demonstrating high levels of concentration when playing on their own and with the childminder herself. The prime areas of the early years foundation stage are a focus.
- The childminder uses the outcomes of ongoing observations and assessment to identify what children need to do next. She successfully identifies gaps in children's development and plans activities to address them. She understands how young children learn and provides resources and activities that engage them and build on what they already know.
- Communication and language development are good. The childminder talks to the children constantly, describing and commenting on what they are doing. She repeats simple words and phrases and encourages them to do the same. This helps them to make connections, supporting their understanding of spoken language. Questions are used well to encourage children to speak.
- Children are developing a love of books and reading. They select their favourite books to share with the childminder and thoroughly enjoy singing songs and rhymes throughout the day.
- The childminder uses the local area extremely well. She takes the children on daily visits to local parks, playgrounds, museums and the library. These activities develop and enhance children's learning.

- The childminder has a great deal of experience providing support for children with special educational needs and/or disabilities. She understands how to plan for these children's specific learning and development needs and works effectively with other professionals involved in their care.
- The childminder teaches the children to respect others and develops their understanding of other cultures and their beliefs. Cultural festivals and important events are celebrated. Children develop a good awareness of difference and are beginning to understand their own uniqueness.
- The childminder provides daily healthy snacks and makes sure the packed lunches parents provide are nutritious. Children learn about healthy lifestyles, including the importance of oral hygiene.
- The childminder has developed strong relationships with parents. She communicates with them daily, sending photos of what their children have been doing. Parents report that they are very happy with the childminder's care and education and highlight how much progress their children make.
- The childminder understands the importance of keeping her skills and knowledge up to date. However, since the beginning of the pandemic, she has not completed any relevant early years foundation stage training and identifies this as an area for development.
- The childminder is able to discuss her setting's strengths and areas for development. She seeks advice and support from other childminders, childcare settings and the local authority when required, to further improve her teaching practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her safeguarding responsibilities. She knows what to do if she has any concerns about a child's welfare and understands the importance of taking prompt action to help protect children. She attends regular training to ensure that she remains up to date with safeguarding requirements and any changes in legislation. She also understands the 'Prevent' duty and female genital mutilation and how to identify children who are at risk and who to report her concerns to. She supervises the children well and ensures that her home is safe and risk free. For example, she carries out regular risk assessments, which help her to identify and remove possible hazards, to keep children safe. All the required documentation and records are in place.

What does the setting need to do to improve?

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

- identify further opportunities for training and professional development, to ensure teaching skills and practice continue to be up to date and of high quality.

Setting details

Unique reference number	EY281359
Local authority	Islington
Inspection number	10073351
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	1 to 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	6 July 2016

Information about this early years setting

The childminder registered in 2004. She lives in the Angel area of the London Borough of Islington. The childminder provides care on Monday to Wednesday from 8am to 4pm. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Paul Church

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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views on the setting with the inspector.

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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