

Childminder report

Inspection date: 10 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

The childminder is patient and caring and interacts purposefully with children throughout the day. As a result, children establish strong attachments with the childminder. They settle quickly and are happy in her care. The childminder is a positive role model for children and provides them with consistent encouragement and praise. Consequently, children's behaviour is good, and they build strong friendships with other children. The childminder helps children to learn communication and language skills well. For instance, she has ongoing discussions and skilfully asks them questions about their play. Children thoroughly enjoy hearing the childminder read their favourite stories, and they join in with known phrases. Children develop good mathematical language and skills. For example, while listening to stories, the childminder encourages counting and introduces words, such as 'bigger' and 'smaller'.

The childminder makes good use of local facilities and the environment to enrich children's learning experiences about the world they live in. For example, children enjoy regular outings to playgroups, local woodlands, parks and the library. The childminder also teaches children about special festivals from their own religions and cultures. Children learn about and appreciate the similarities and differences of diverse communities. Children are confident and show good levels of independence, as they explore the stimulating home environment and interesting range of resources. Children make good progress, from their starting points, across all areas of their learning. They are well prepared for their move on to nursery and school.

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

- The childminder knows the children extremely well and plans interesting activities. She monitors their progress effectively, which helps her to address any gaps in their learning promptly. However, during group activities, the childminder does not use what she knows about children to develop their learning as well as she could. For instance, some children quickly lose interest during a group activity, when searching for pebbles in the sand. This means some planned activities do not engage children's focus to the highest level. However, children thoroughly enjoy investigating volume and capacity as they fill up jugs and containers with water during their free play.
- Children develop a good understanding of healthy lifestyles. For example, the childminder provides freshly home-cooked meals. She extends children's understanding of the importance of drinking plenty of water and eating fruits and vegetables. Children begin to learn to manage their own health during daily activities. For example, they manage routine tasks, such as washing their hands and feeding themselves. They proudly call out 'I did it', as they unzip and take

off their all-in-one outdoor waterproofs. Children have the confidence to turn to the attentive childminder when they need additional help or cuddles. Consequently, the childminder is always close by, at hand, to offer encouragement and support.

- Children benefit from plenty of fresh air and enjoy playing in the childminder's garden. They become absorbed as they experiment with different sounds, they create with metal pots and pans. The childminder encourages them to listen to the different sounds and teaches them about the echoes created. Young children are inquisitive as they explore a range of resources. They repeatedly press buttons to hear musical sounds and see the lights flash, and giggle with delight. They pile up the toys and objects in containers and transport them from one area to another. This supports their physical development and emotional well-being successfully.
- The childminder is committed to developing her knowledge and skills. She has attended several courses, including supporting children's speech and language. This helps her to promote children's love for reading books and extends their vocabulary successfully. Self-evaluation procedures are good, and the childminder considers the views of other professionals, childminders and parents. This helps to ensure that strengths and weaknesses are effectively identified and addressed and plans for improvement are well targeted and achievable.
- The childminder works effectively in partnership with parents and other professionals. She keeps parents well informed about their children's care and ongoing achievements. Parents speak highly of the childminder and are very happy with the service she provides. This promotes continuity of care and learning for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe and knows the procedures to follow to protect them from indicators of harm. She knows what action to take in the event of an allegation against herself or a member of her family. The childminder ensures children are safe in her care by being attentive and supervising them closely. Risk assessments of her home are thorough, and she takes appropriate steps to ensure it is always safe and secure. The childminder teaches children to recognise and manage possible risks, such as when using the stairs in her home.

What does the setting need to do to improve?

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

- plan group activities carefully and take account of children's differing learning

needs, helping them to be fully engaged at all times.

Setting details

Unique reference number	EY460561
Local authority	Islington
Inspection number	10236129
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	30 November 2016

Information about this early years setting

The childminder registered in 2013. She lives in Canonbury in the London Borough of Islington. The childminder operates from Monday to Friday, 8am until 6pm, all year round, except for bank holidays and family holidays. She holds an early years qualification at level 3. The childminder occasionally works with assistants.

Information about this inspection

Inspector

Rubina Nijabat

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 that into account in their evaluation of the setting.
- The childminder provided the inspector with a sample of key documentation, on request,
- The childminder and the inspector completed a learning walk together to discuss the childminder's curriculum for children's learning.
- The inspector took account of the views of the parents.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint evaluation of an activity with the childminder.

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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