

# Childminder report

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Inspection date: 11 November 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**

Children are happy and feel safe and secure in the care of this childminder. The childminder puts the children's learning and interests at the heart of her practice. Children confidently talk to the childminder about their learning or what they have been doing at home with their family and younger siblings. For example, one child discusses how her dad found a spider on the roof eating a fly. Children have a close, warm relationship with the childminder.

Children are highly motivated by the range of activities on offer and have built strong relationships with their peers. For example, children are keen to brush their dolls' teeth and they sing together as they do this, showing each other how clean their dolls' teeth are. This learning opportunity helps children to interact positively with each other.

The childminder carefully considers how to support children in understanding the world around them. For example, while planting lemon pips, they find some baby worms and the childminder discusses putting them outside to help them grow. This supports children to be mindful of nature and to take care of creatures.

Children behave well, expressing their wants and needs clearly. They feel safe and secure. The childminder clearly explains the importance of looking after their health and hygiene as they wash hands to keep germs away, as well as healthy food for their teeth. There is a calm and positive atmosphere at the setting.

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

- The childminder supports children to develop their communication and language skills. She talks to the children about what they are doing and introduces new words to them. For example, children talk while planting and the childminder discusses the root of the plant. This helps children to build on their vocabulary.
- The childminder supports children to develop their social skills. They share very well and play well together. For example, children work together to fill plant pots, water them and lift them to the table once done. Children have formed good working relationships with each other.
- The childminder supports children's mathematical development well. For example, she provides an opportunity to count how many lemon pips they have grown, to find a total. Mathematical problem-solving opportunities such as these help them relate their mathematical learning to real life.
- The childminder is highly involved with the local community and regularly visits places like the local library or clock tower. The children take part in nature walks or attend current events at the library, such as Black history month. Children are developing their knowledge about the local world around them.

- The childminder takes part in regular professional development opportunities to improve her practice. For example, she attends the local exhibition centre to further her knowledge about child development. This helps the childminder to keep her knowledge up to date.
- On occasion, the childminder is unable to identify the prime areas of learning an activity is focusing on. For example, when the children are using story sacks, she is unable to identify how this supports their communication and language skills. This therefore means that she is not always clear what areas of learning the children are being supported in.
- The childminder provides plenty of opportunities for children to develop a variety of skills. However, she is sometimes unclear as to what her next steps for children in the prime areas of the curriculum are. As these are not always identified, she is sometimes unable to explain how to help support children's future learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of what to do if she has concerns about the well-being of a child. She understands what to do if an allegation is made against her. The childminder ensures that her safeguarding knowledge stays up to date by participating in courses organised by the local authority. The childminder identifies risks accurately and takes steps to ensure that her home is safe for children.

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

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

- develop understanding of the prime areas of the early years foundation stage, so the childminder can plan opportunities for the children to make progress in these areas
- ensure that activities are planned and sequenced to build on what the children know and can do and what they need to be able to do next.

## Setting details

<b>Unique reference number</b>	133293
<b>Local authority</b>	Islington
<b>Inspection number</b>	10234166
<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 3
<b>Total number of places</b>	3
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	17 November 2016

## Information about this early years setting

The childminder registered in 1994. She lives in the London Borough of Islington. She operates her service throughout the week, all year round, including during school holidays. The childminder holds a suitable early years qualification at level 3.

## Information about this inspection

### Inspector

Haley McDermott

### Inspection activities

- This was the first routine inspection the setting 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 and the inspector discussed the curriculum together.
- Children spoke to the inspector about what they enjoy doing in the setting.
- The inspector observed the interactions between the childminder and children.
- The inspector had discussions with parents and took their views into account.
- The inspector held discussions with the childminder about practices and procedures.

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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