

# Childminder report

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Inspection date:

12 December 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children are happy and settled at the setting. They have developed warm attachments with the childminder and enjoy cuddles. They confidently express their wishes, as they independently choose books and then give these to the childminder, snuggling onto her lap. They are delighted to explore rhyming books as they repeat familiar words and delight in receiving praise. The childminder skilfully extends children's language, as she continually speaks with them and introduces new words. The impact is that children are making good progress in their communication and language.

The childminder considers children's interests when planning the curriculum, and as a result the children are fully engaged in the learning experiences. They are excited to explore pretend snow. They are confident to pour and fill containers and use small diggers to scoop up the snow. The childminder is close at hand to extend learning as she uses mathematical language to teach the concepts of full and empty. The childminder has high expectations for all children; she works closely with parents so they can support their learning at home. Parents' comments include, 'the childminder is a great communicator and has no trouble in gaining our child's confidence, encouraging good behaviour and kindness and compassion to others, skills which are important to us at home.'

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

- The childminder has a good knowledge of child development. She can explain how she is supporting children to develop the most important next steps for their learning. She ensures children's two-year-old progress checks are completed in a timely way and shares these with parents. This helps parents to support and extend children's learning at home.
- The childminder is a positive role model for the children and shows them respect. For example, she listens to their requests to have snacks when they are hungry. Children clearly enjoy eating healthy foods, as they request to have more when they have finished. The childminder is quick to respond to their needs.
- Children's personal care is managed sensitively. When children do not want to have their nappy changed the childminder skilfully encourages them. For example, she lets them bring along their musical bells so they can continue to make music and sing favourite songs. This provides a good distraction and allows the childminder to ensure children are clean and comfortable.
- Children are developing helpful behaviours. For example, they are encouraged to tidy away toys when they have finished playing. The childminder supports these behaviours by providing them with lots of praise and encouragement for being so co-operative.

- Children demonstrate they feel safe and secure. They are extremely independent as they confidently make choices about the learning experiences they want to explore. They very quickly become immersed in their role play as they offer the childminder pretend ice-cream. They are delighted when she accepts their offer and talks to them about how delicious it tastes.
- The childminder plans exciting opportunities to extend children's vocabulary. She presents children with a choice of resources which are connected to favourite songs. Children are delighted to choose a Humpty Dumpty puppet and excitedly sing the song with actions. Equally children are confident to say no, when they do not want to sing a specific song. This supports children to have a strong awareness of their own self and to know their voice is important.
- The childminder supports children to have regular exercise and to play outside. She takes them to the park, and for walks to the library and local playgroups. Trips to the farm are incorporated into planning, and support children's knowledge and understanding of their wider community.
- The childminder reflects on her practice, and demonstrates a commitment to wanting to continue to provide good quality care and learning for children. She is keen to update her existing skills and knowledge, particularly around supporting children who may have special educational needs. However, she is yet to establish a targeted programme for her professional development. This will enable her to develop her knowledge and skills to a higher level.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding matters. She knows the procedures to follow if there are concerns about a child's welfare. This includes in the event of an allegation being raised against herself or other adults who work with children. The childminder keeps her safeguarding knowledge up to date by attending regular training. She ensures the premises are kept safe, as she assesses the home environment every day prior to children's arrival. She teaches children how to stay safe, for example when eating, children are reminded that putting too much food in their mouth poses as a choking risk.

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

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

- identify professional development opportunities to strengthen existing knowledge and skills.

## Setting details

<b>Unique reference number</b>	2577964
<b>Local authority</b>	Islington
<b>Inspection number</b>	10250936
<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>	12
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered on 1 September 2020. She is registered to provide childminding services at the home address of her co-childminder. She operates all year round, from 9am until 5.30pm. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Siobhan O'Callaghan

### Inspection activities

- This was the first routine inspection since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in the evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder talked to the inspector about what she wants children to learn and how the curriculum is planned.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The childminder showed the inspector documentation to demonstrate her own, and her colleagues' suitability.
- The inspector took account of parents' written views.

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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