

Childminder report

Inspection date: 11 January 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children arrive confident and eager for the day ahead with the childminder. They receive cuddles and comfort. Children know the setting well and are quick to make choices about what they would like to do. Some children read books, while others find toy cars and buses to play with. The childminder gathers essential information from parents about their children.

The childminder plans activities that interest children throughout the day. Children are engaged at all times and access a good choice of resources. They rush over to the indoor slide and tunnel, enjoying climbing up and sliding down. Children smile and giggle as they crawl through the tunnel, interacting positively with their peers and the childminder.

Children go on outings and get fresh air and exercise. While they walk to the playground, they learn about people who help them. For instance, children say hello to the postal worker and stop to post letters through the postbox. When children arrive at the local playground, they run around, climb, jump and slide. The childminder sings nursery rhymes with children, who are very excited. Children benefit from visiting local playgroups. This helps to support children's social interactions with their peers and the local community.

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

- The childminder has a strong knowledge of what children know well and what their next steps in learning are. He knows children's interests and uses his knowledge to plan a broad and exciting curriculum. Children learn about animals. They enjoy drawing animals and put their pictures in an envelope, which they decorate with animal stickers. Children talk about the colours of the animals and the noises which they make.
- Children's behaviour is good. They use lovely manners, which are modelled by the childminder. Children know the behaviour which is expected of them and show a good understanding of boundaries. For instance, in the playground, children listen and respond to the childminder's instructions. They look, stop and wait for the childminder's directions.
- The childminder understands that it is important to read to children. When children bring books over to the childminder, they read together. They talk about what is happening and what they will be doing next. However, at times, the childminder does not consistently extend children's communication and language skills. For instance, when children use single words, the childminder does not always encourage children to expand their vocabulary.
- The childminder helps children to gain independence in their personal hygiene and self-care routines. Children follow handwashing practices very well. They

know to use their own flannel, and come to the table asking to wash their hands when they know it is time for meals.

- Parents say that the childminder provides high-quality care for their children. They are very happy with the support and communication which they received during their children's settling-in period. Parents mention that they receive pictures throughout the day and the childminder provides them with feedback at the end of the day, highlighting what their children have been doing. Parents say that they can see the progress which their children are making.
- Children enjoy mealtimes. They are eager to sit at the dining table to watch the childminder prepare their meals. The childminder sits with children at all mealtimes, creating a warm and social experience for the children. Children feed themselves well and if they are reluctant, the childminder supports them. The childminder provides children with freshly cooked and healthy meals.
- The childminder and his co-childminder work together to evaluate the provision and the delivery of the curriculum. They discuss what has worked well and plan for the next steps. The childminder listens to parents and reflects on their feedback. He plans to extend on themes and topics that have been a focus at the local playgroups to consolidate children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder risk assesses activities and outings well. He has completed mandatory child protection training. The childminder recognises the signs of abuse. He is aware of the procedures for recording and reporting if he suspects a child or family are at risk. The childminder has contact information for the local safeguarding team and local authority designated officer. He understands the importance of reporting the signs of radicalisation, and is aware of the possible risks which children may be exposed to when online. The childminder supports parents by sharing information from the local authority on posters and leaflets.

What does the setting need to do to improve?

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

- extend children's vocabulary to help them to make the best possible progress with their language skills.

Setting details

Unique reference number	EY424355
Local authority	Islington
Inspection number	10235526
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	0 to 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	20 March 2017

Information about this early years setting

The childminder registered in 2011. He lives in Finsbury Park, in the London Borough of Islington. The childminder works with his partner, who is also registered as a childminder. He operates all year round, from 9am to 5pm, Monday to Friday, apart from some family holidays.

Information about this inspection

Inspector

Davinder Dhaliwal

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 inspector held discussions with the childminder throughout the inspection and during the learning walk.
- The inspector observed the quality of education being provided and evaluated the impact on children.
- Throughout the inspection, the inspector observed safety and hygiene routines.
- Discussions with parents and children took place, and the inspector reflected on these discussions.
- The childminder carried out joint observations 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023