

Childminder report

Inspection date:

16 January 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Met

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and safe at the childminder's setting. They form strong and confident attachments with the childminder. Children enjoy a homely environment which is familiar to them. There is a small range of activities available to the children, chosen by the childminder. This does not encourage children to make their own independent choices and build on their interests.

The childminder does not always ensure that very young children in her setting receive sufficient challenge. There is sometimes a lack of consideration of how very young children learn. They do not fully benefit from the planned curriculum because they are unable to participate in activities. For example, younger children are left waiting while older children prepare vegetables for lunch. Older children take part in activities that reinforce their already established knowledge and teach them new skills.

Children behave well at the childminder's. They learn how to share and take turns. For example, they wait patiently for their turn to choose the next song at song time. The children are caring and warm towards each other. For example, they show compassion and concern when another child is upset.

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

- Children are encouraged to count and recognise shapes as they read with the childminder about Chinese New Year. The children are reminded of the Chinese lanterns and the diamond shapes that they have made. They make a diamond shape with their fingers and recall what they already know about the festival.
- Children enjoy books in the book corner and join in with familiar rhymes and songs. The childminder responds to the children's questions and comments and encourages them to take part and contribute during story time. Children recognise the characters and older children finish some sentences and turn the page.
- Children begin to mark make on a large roll of paper on the floor. They recognise and call out the colours and discuss what they are going to draw. Children begin to understand that marks can represent objects and words.
- The quality of teaching to support children's learning and development is variable. Overall, the childminder knows her children well. She finds out about their experiences and interests and plans opportunities to broaden their learning based on this. For example, children enjoy playing with arctic animals, which they have seen at the zoo. However, younger children quickly move away because older children dominate the activity and younger children's learning is not fully supported.
- Children receive praise and encouragement from the childminder. She

acknowledges their achievements.

- The childminder builds strong relationships with parents. She feeds back verbally to parents about what their child has been doing at the end of each day. Parents speak highly of how much their children enjoy coming to the childminder's. This supports children to easily make the adjustment needed between home and the childminder's.
- Children are encouraged to live healthy lifestyles. They know to wash their hands using liquid soap and dry them prior to eating each meal. They use the visual markers on the wall to remind them of what comes next. They enjoy healthy meals and snacks provided by the childminder and drink water during the day at the setting. For example, the childminder presents the ingredients for healthy wraps and explains why some foods are good for you. Children enjoy a range of physically active play, both inside and outdoors. For example, regular trips to the park and local children's groups are part of the children's weekly routine.
- Children count as they cut up their banana and calculate how many plates and spoons they will need for snack time. Older children consider what happens when you give a piece of banana away and how many pieces are left.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the importance of keeping children safe. She has suitable knowledge of the signs that a child may be at risk and knows how to share any concerns with relevant professionals to help to protect children from harm. The childminder has a suitable understanding of wider safeguarding issues, such as the risk of children being exposed to extreme views. She ensures her home is safe for children and identifies and minimises any risks to children's safety.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that all children's individual learning needs are met, with particular regard to very young children	28/02/2023
increase opportunities for children to develop their decision-making and independence, by providing access to a range of toys and play equipment that supports their individual learning needs.	28/02/2023

Setting details

Unique reference number	EY465530
Local authority	Islington
Inspection number	10236231
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	14 February 2017

Information about this early years setting

The childminder registered in 2013. She lives in the London Borough of Islington. She operates her service all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification.

Information about this inspection

Inspector

Julia Crowley

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 provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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