

Childminder report

Inspection date: 14 December 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

Children arrive happy and continue to be settled during their time in this setting. If children become unsure or unsettled, the childminder reassures them by hugging and singing their favourite song. Children display positive attitudes towards their learning and recent experiences. They help and support each other. Children feel confident and independently choose their own activities. They explore the setting by themselves and become increasingly independent to meet their own needs.

The childminder has a clear understanding of what she would like children to learn next. She offers children several outings, to playgroups, soft-play centres and libraries, to support their development and interests. The childminder praises and celebrates children's achievements. This is evident across all age groups of children. For example, while babies clap and cheer for themselves, older children share and talk about a recent visit to a show with their families.

Children have access to a variety of art materials and role-play equipment, to express themselves and their ideas freely. The childminder understands boundaries and respects children's wishes. For example, she asks babies' permission before putting them in their seats.

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

- The childminder establishes back-and-forth conversations with children. She encourages them to speak about their experiences, likes and dislikes. For example, the childminder mentions their recent visit to the zoo and asks which animal was the children's favourite. Children respond and talk about the giraffes they saw. The childminder uses rich vocabulary to explain and describe situations and items around them. For example, she talks about the snowman children made and recalls that the snow was cold. She encourages children to remember how they built their snowmen.
- Children's behaviour is calm, and they are considerate of each other. They treat each other and the childminder well and with respect. Babies enjoy observing older children while they are engaged in activities. Older children support babies' learning by showing them new skills. For example, they show them how to use their fingers for the actions of a song.
- The childminder supports children's fine and gross motor skills, indoors and outdoors. For example, during soft-play sessions, children learn how to move safely in different ways; they take long walks in local parks and attend dancing sessions. Children choose from different materials for mark making. They play with toys with buttons and magnetic strings. Children demonstrate good coordination as they slice fruits for their snack.
- Children actively learn how to keep themselves safe and healthy. For example,

children know how to wash their hands before meals and after using the toilet. The childminder turns hygiene routines into a fun activity by singing the 'Happy Birthday' song with them. Children also learn how and when to contact the emergency services during their role play. When the childminder asks them about the phone number to call for the ambulance, children reply, '999'.

- The childminder supports children's emerging literacy skills through reading books, telling stories and introducing new vocabulary. Older children begin to understand that written texts have meaning. For example, they recognise their names on a paper and look at the written language on the books independently. The childminder uses phonics to sound out the initial letters of words throughout the day. Younger children enjoy learning new words through nursery rhymes.
- Children play independently with shape sorters. They are able to identify the shapes by their names. The childminder provides vocabulary for the sizes of items in every opportunity. For example, when children talk about dinosaurs or show her a blueberry, she introduces new vocabulary, such as 'tiny' and 'enormous'.
- The childminder has established strong partnership with parents. For example, she supports parents when children are going through transitions.
- The childminder does not consistently offer opportunities to expand children's experiences with mathematics. For instance, she does not use language throughout the daily routine and children's play to encourage them to count and understand numbers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has secure knowledge and understanding of how to recognise different types of abuse. She follows the local referral procedures and knows the contact details to report any safeguarding concerns and allegations. Parents also receive the safeguarding policy digitally when their children start, and the referral procedure is available to them in the setting. The childminder has a secure routine to assess the risks inside of her home and outside during outings.

What does the setting need to do to improve?

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

- widen opportunities for older children to develop their mathematical skills, to support their counting skills and awareness of numbers.

Setting details

Unique reference number	EY435681
Local authority	Islington
Inspection number	10235597
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	20 February 2017

Information about this early years setting

The childminder registered in 2011. She lives in the London Borough of Islington. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday. She provides funded early education for children aged three and four years.

Information about this inspection

Inspector
Ozum Alvim

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 and the inspector discussed the intent, implementation and impact of the activities within the curriculum.
- The inspector observed children's interactions with the childminder and with each other.
- The inspector gathered feedback from parents.
- The childminder and the inspector held detailed discussions about safeguarding arrangements and the childminder's procedures.
- The inspector reviewed statutory documentation.

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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