

Childminder report

Inspection date: 18 April 2023

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 clearly benefit from the warm and nurturing care they receive. The childminder is very attentive and knows the children well. Activities are stimulating and engaging. Children make finger and hand prints with different-coloured paints, and they draw with felt tip pens and explore textures by playing with dough. Children are encouraged to follow their own interests by choosing the resources and equipment they are interested in. The childminder makes sure they remain engaged by changing activities when children lose focus. She has high expectations, and children generally make good progress in their learning.

Children develop a strong bond with the childminder. She is a positive role model. She makes sure they understand the importance of showing respect and consideration for others. Children readily go to her when they feel insecure and need reassurance. She responds by giving them warm cuddles and talking to them gently to calm them down.

The childminder's home is well organised and secure. Children learn how to keep themselves safe and to look after the play environment. For example, they are gently reminded not to put paint in their mouths or draw on the table. They listen to and follow instructions well. Behaviour is good.

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

- Parents are very positive about the childminder's provision and the care their children receive. They comment on how much their children enjoy the daily outings. Parents appreciate the levels of communication, which helps them keep up to date with their children's development and learning experiences.
- The childminder is very experienced. This positively supports her teaching practice, as she understands how young children learn and what works well. She makes sure her knowledge and skills are regularly updated by attending local authority professional development sessions. Her safeguarding and first-aid training are up to date.
- The childminder works hard to improve and develop her provision. She does this with the support of local authority advisors, who visit regularly, and by observing the practice of other providers.
- The childminder plans a meaningful and varied curriculum. She knows what she wants children to learn. She focuses on the prime areas of the early years foundation stage curriculum. Regular observation helps her to identify and close any gaps in children's development. However, she does not share all the outcomes of her observations with parents. This means they are not always well equipped to support children's learning and development at home.
- The childminder is keen that children build their confidence and independence

skills. She provides opportunities for children to do things for themselves and make choices about what they would like to do. She is very caring and provides high levels of support for children who find it hard to separate from her. There is scope for the childminder to employ different strategies to help children feel more secure when they are not being held and make more progress in developing their independence.

- Children make good progress in communication and language. The childminder sings songs and rhymes all of the time, encouraging children to join in. She speaks clearly and uses gestures to support children's understanding. She reinforces specific words and encourages children to repeat them. For example, when giving young children paint, she repeats the colour names over and over. Children listen and try to say the word, making links between the name and the colour.
- The childminder teaches children early mathematical concepts, preparing them for the next stage of their educational journey. For example, she encourages young children to count blueberries as they put them into a bowl at snack time. This supports their counting skills and helps them to recognise that each blueberry counts as one.
- Daily trips and visits support and enhance children's learning experiences. Young children visit their favourite stay-and-play sessions, where they develop their social skills while playing with other children. They learn about animals on visits to the city farm and build their large-muscle skills in local parks and playgrounds.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding practice and how to keep children safe in her care. When asked about the signs and symptoms of abuse, she demonstrates a good understanding of the different categories. She knows who to report any concerns to and the correct procedures she should follow. She attends regular safeguarding training to ensure her knowledge is current. The childminder carries out regular risk assessments of the setting, making sure the environment is safe and risk free. She is always close by to safely supervise children. Children are taught how to keep themselves safe, both inside and outside.

What does the setting need to do to improve?

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

- ensure all observation outcomes are shared with parents so they are better equipped to support their children's learning and development at home
- review strategies for developing the independence of young children to help them separate securely.

Setting details

Unique reference number	133114
Local authority	Islington
Inspection number	10279892
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	26 September 2017

Information about this early years setting

The childminder registered in 1995. She lives in Upper Holloway, in the London Borough of Islington. She operates all year round, from 8.30am to 5.30pm, Tuesday, Thursday and Friday.

Information about this inspection

Inspector
Paul Church

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 provision.
- The childminder and the inspector completed a learning walk across all areas of the house and gardens to understand how the provision is organised.
- The inspector observed the childminder's interactions with the children indoors to assess the impact this has on children's learning.
- The inspector spoke with the childminder about her management of the provision at appropriate times throughout the inspection.
- The inspector spoke to parents and took account of their views.
- The inspector looked at a sample of documents. This included evidence of suitability and training.

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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