

Childminder report

Inspection date: 21 April 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	Not applicable

What is it like to attend this early years setting?

The provision is good

This meticulously designed environment is a haven for the happy children who attend. They have developed safe and secure relationships with the childminder. The curriculum allows children of all ages to participate in a wide range of experiences. Children explore the safe and carefully set up space with curiosity. Children show high levels of focus and concentration. They spend sustained periods of time engaged in tasks, such as filling and emptying containers in the sandpit.

The behaviour of children is good. Children play alongside each other cooperatively. Children are beginning to understand the need to take turns and share resources. Older children recognise the needs of younger babies. They quickly find them a balloon to play with when they notice they don't have one.

The childminder has high expectations for children. Independence is promoted and children develop new skills. For example, children begin to use knives to spread butter or jam on their toast. Children learn to pour their own drinks at mealtimes. They are given lots of encouragement. The childminder allows children to try and do tasks before asking them if they need help and supporting if needed. Children are praised for their efforts, developing resilience and confidence.

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

- The childminder knows children extremely well. She ensures that she spends time during the settling-in process understanding individual children's starting points. The childminder observes and records children progress. The curriculum offers children opportunities to practise what they already know and challenges them further in terms of what they need to learn next.
- The childminder's curriculum for developing speech and language allows children opportunities to widen their vocabulary. New words are introduced as children play. Sign language is used alongside speech. Children demonstrate knowledge of this as they sign asking the childminder to sing 'Wind the bobbin up'. However, the childminder's questioning of children can sometimes be too complex for their stage of development. Children do not yet have the recall skills to answer the open-ended questions posed to them.
- Children take part in a variety of trips and outings that continue their learning outside the setting. A recent visit to the farm consolidated their learning about animal names and sounds. Trips to local soft-play centres and parks allow children greater opportunities to develop physical skills such as climbing.
- Children have lots of opportunities to independently look at books as well as enjoy group story times. Children understand how to look after books and hold them with care. Children listen with focus as the childminder reads familiar stories. They talk about what they can see happening. Library visits allow

children to access a wide variety of books, both fact and fiction.

- The childminder promotes living healthy lifestyles to children. Children enjoy nutritious home-made meals, such as chicken curry and vegetables followed by yogurt and fruit for lunch. Children bake with the childminder learning about different ingredients. Weekly shopping trips to a market provide children with opportunities to see a wide range of fruits displayed on stalls. They choose which ones they would like for the week.
- The childminder has developed effective relationships with parents. Parents comment on the childminder's warm and friendly approach. They praise how she gets to know children's individual needs. The childminder is a local parent champion and promotes the support available within the community for parents of children under five.
- The childminder celebrates the diversity of all families within her care. A wide range of resources enables all children to see themselves positively represented, developing confidence and high self-esteem. Children take part in celebrations to understand what is important to others. They recently celebrated Eid, reading and tasting food such as samosas and dates.
- The childminder is reflective in her practice. She regularly seeks feedback and is constantly evaluating the service she provides. The childminder ensures that her assistant is well supported with regular supervisions and training.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that safeguarding training for herself and her assistant remains up to date. The childminder has a clear understanding of her responsibility towards keeping children safe from harm or abuse. The childminder regularly reviews her assistant's knowledge of different areas of safeguarding, including the 'Prevent' duty' and female genital mutilation. The childminder understands the process to follow should an allegation be made against her, her assistant or anyone in her household. The childminder ensures that children understand how to keep themselves safe. She ensures that children have their privacy respected when potty training.

What does the setting need to do to improve?

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

- consider how questions are asked to ensure they support children's current stage of language development.

Setting details

Unique reference number	2612096
Local authority	Islington
Inspection number	10280936
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	4
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The provider lives in a house near The Angel in the London Borough of Islington. The childminder works all year round, from 8am to 6pm, except family holidays. The childminder works with one assistant. Both the childminder and her assistant hold appropriate qualifications at level 3.

Information about this inspection

Inspector

Natalie OLeary

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 provider.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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