

Childminder report

Inspection date: 11 May 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children receive a rich set of experiences, which supports their understanding and appreciation of the environment they live in. They enjoy their time with the friendly and nurturing childminder. Children have ample opportunities to develop their physical skills. For example, older children show good coordination as they negotiate steps and changes in levels at the local park. The childminder provides younger children with encouragement as they gain confidence in walking. Children persist as they attempt more difficult tasks, such as running up a slope.

The childminder makes sure that children's interests are at the core of her plans for their learning and play. Children are active learners and confidently move around, choosing what they want to play with. The environment is set up according to what the childminder knows children like to do and the skills she wants them to acquire next.

Children regularly explore the local area and meet new people. They visit elderly people at a local senior group and sing songs to them. The childminder organises trips to provide children with real-life experiences. For example, children select and pay for ingredients during trips to the supermarket. This supports children's understanding of the world and helps them to gain a sense of community.

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

- This passionate childminder has a strong focus on outdoor learning. Children attend forest school sessions, where they learn to manage risks and practise a variety of skills. For example, they whittle sticks and climb ladders, which they build with branches. This helps to broaden children's experiences.
- Children take regular walks in the local park, learning about different types of birds, such as robins and blackbirds. The childminder encourages children to rub lemon mint in their hands to smell the scent. Children recognise and pick wild garlic as the childminder teaches them how it can be used in recipes. They use online apps to identify unknown flowers, such as periwinkles. This helps children to learn about nature and extends their vocabulary.
- The childminder is experienced and understands how children learn. She gathers information from parents about children's interests and development when they start. She plans a curriculum based on these details and uses her ongoing assessments to identify children's next steps in learning. Children make good progress.
- Parents are kept informed about their children's progress on a regular basis. The childminder offers advice on how they can support their children's learning at home. In addition, she provides parents with handovers and text messages. This helps to provide continuity in children's learning and care. In addition, it

demonstrates that she values partnerships with parents.

- Children demonstrate a love of books. They explore the contents of books, sitting closely for a story or looking at them independently. Children make connections to the books they have read while walking in the woodland. For instance, children re-enact the story of 'We're Going on a Bear Hunt'.
- The childminder promotes healthy habits. She provides a variety of freshly cooked and nutritious meals. Children follow good hygiene routines and develop an increasing awareness of their physical needs. They enjoy fresh air daily.
- Children's communication is supported well. The childminder models good language through daily routines, rephrases words clearly and asks children questions. She sings songs and rhymes and enthusiastically reads stories with children. Children join in with rhyming refrains. The childminder draws attention to different sounds. Children listen to the birds singing and the aeroplanes flying overhead. This supports their listening and attention skills.
- The childminder reflects on her practice, and she invests in her own professional development. For example, she is about to complete forest school training. The childminder has a support network of other childminders and strong links with the local authority.
- Overall, children behave well. The childminder encourages children to develop good social skills and to play together. However, on occasion, she does not ensure that children respond appropriately to what she has asked and that they develop a deeper understanding of her rules and boundaries.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her roles and responsibilities to keep children safe. She is knowledgeable about a range of safeguarding issues, including using technology safely. The childminder understands the correct reporting procedures in case of concern about a child's welfare, including what she should do if an allegation is made against her or anyone in her home. In addition, she teaches children how to keep themselves safe. For example, she reminds them about road safety while on outings. The childminder keeps her first-aid and safeguarding training up to date.

What does the setting need to do to improve?

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

- develop strategies to help all children follow instructions and understand the expectations for their behaviour and the consequences of their actions.

Setting details

Unique reference number	EY389675
Local authority	Islington
Inspection number	10263439
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	2 May 2017

Information about this early years setting

The childminder registered in 2009. She lives in the Highbury area of the London Borough of Islington. The childminder works Monday to Thursday, from 9am to 5pm, throughout most of the year. The childminder holds a childcare qualification at level 4 and is currently completing a forest school qualification.

Information about this inspection

Inspector

Damiana Cornacchia

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 childminder and the inspector discussed how the childminder organises their early years setting.
- The inspector observed the quality of interactions during activities, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to the childminder about partnership working with parents and others.
- 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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