

Childminder report

Inspection date: 21 June 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 learn in a positive and welcoming setting. This helps children to form strong attachments with their peers and adults. Children are happy, calm and cheerful under the childminder's care. They feel safe and secure to cruise between different resources and play on their own. The childminder provides an enabling environment that reflects children's interests. Children continuously engage in activities and are excited to learn about new ideas. This supports children's positive attitudes and motivation towards learning. Children's personal, social and emotional development advances well because the childminder cultivates a caring atmosphere among children. For example, when a younger child spills rice on the floor, their peers offer a helping hand to tidy up.

The childminder involves children in decision-making in every aspect of the setting's routine. For example, children can choose from different fruits for snack or decide which colour cup they will drink from. This helps children build their self-confidence and understand that their choice matters. Children can recognise their own achievements, and they are proud to share these with others from a young age. The childminder gives great importance to parent partnership. Children continue to learn and develop according to their needs as the childminder shares children's milestones and interests regularly with the parents.

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

- The childminder knows the children's developmental stages well and keeps their future achievements in mind. She shows clear intent in her curriculum and provides children with appropriate opportunities in all areas of learning and development. This helps children to access a well-sequenced education provision.
- The childminder continuously introduces new concepts and builds on what children already know through role play. For example, children practise how to place an order and are introduced to the concept of expenditure, while they pretend to be shopkeepers and customers. This helps children to widen their understanding of the outside world. In addition, children expand their knowledge about their wider communities during their regular outings and discussions.
- Children benefit from different physical activities. For example, children display joy when copying dance moves, manipulating play dough and scooping rice from the heavy-duty, plastic tray into a smaller container. These learning opportunities support children's motor skills, such as hand-to-eye coordination, spatial awareness and dexterity.
- The childminder helps children to learn and develop healthy lifestyle habits through their routine. Children practise washing their hands before mealtimes and they begin to recognise when their hands get dirty. The childminder

supports children's understanding of nutrition, providing freshly cooked and balanced meals.

- The childminder promotes children's emotional literacy and their understanding of their own behaviour. She provides children with explanations about how their actions may make others feel and role models positive language when children become frustrated. For example, she says 'Let's share. Why don't we ask for some from your friend?' However, children do not consistently receive the same messages across the childminder's provision.
- The childminder incorporates mathematical concepts into children's role play. Children actively explore these concepts as they talk about shapes, sizes and numbers. For example, as children learn about farm animals, the childminder talks about small, medium and big size animals. She invites children to count the animals and resources in their play. In addition, the childminder uses songs and stories to expand children's counting skills throughout their routine.
- The childminder and her assistant encourage children to take part in reading sessions. Children begin to understand that the written word has meaning, and they develop enjoyment in reading. This supports children's developing vocabulary and future literacy skills.
- The childminder takes time to evaluate the strengths and weaknesses of her practice. She regularly attends trainings to improve the care and education she provides. The childminder supports her assistant's professional development through observations, trainings and feedback.
- The childminder uses rich vocabulary and varied sentence structure while communicating with children. Children's understanding and ability to follow instructions are superb. However, the childminder does not yet consistently implement a tailored teaching plan for those who speak English as an additional language. As a result, children do not always benefit from learning opportunities they need.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends safeguarding trainings to keep her knowledge up to date. She supports her assistant's understanding of safeguarding arrangements and what steps to take in case of a concern. The childminder has secure information about the referral process of the local borough, whistle-blowing and allegations against staff, and she knows where to seek advice if needed. The childminder has a rigorous risk assessment process for outings, and children learn how to keep themselves safe on the road. The childminder closely monitors children's attendance and has a clear plan in terms of what to do in case of an absence.

What does the setting need to do to improve?

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

- ensure children with additional needs receive consistent and individualised support to maximise their communication skills
- ensure that children receive the same, consistent level of support for their emotional and social development at all times.

Setting details

Unique reference number	EY466745
Local authority	Islington
Inspection number	10289049
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	14
Number of children on roll	5
Date of previous inspection	9 November 2017

Information about this early years setting

The childminder registered in 2013. She lives in the London Borough of Islington. The childminder works with an assistant. The service operates from 8am to 5.30pm, Monday to Friday, all year round except for family holidays and bank holidays. The childminder holds a relevant qualification for childminding at home, and she is working towards qualifying as level 3 early years educator.

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 childminder and has taken that into account in their evaluation of the childminder.
- The inspector viewed the premises to ensure its safety.
- The childminder spoke about her early years curriculum and provision.
- The inspector observed the quality of interactions between the childminder and the children.
- The childminder and the inspector had a discussion about the intent, implementation and impact of the activities.
- The inspector reviewed the necessary 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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