

Childminder report

Inspection date: 3 July 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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder offers good-quality care and learning in a nurturing, child-friendly and welcoming environment. Children feel happy and settled in her care. The childminder continually communicates with the children and supports their language and communication skills well. For instance, she models the correct pronunciation of words and introduces new vocabulary to children during their play. This supports children's confidence in speaking and listening. The childminder talks to the children about how they are feeling. This helps children to learn how to manage their emotions. Children are confident to express their needs and wants. They thoroughly enjoy listening to stories. Children develop good mathematical language skills. For example, while playing with the toy dinosaurs, the childminder encourages counting and introduces words such as 'bigger' and 'smaller'.

Children behave well and respond positively to the childminder's calm and patient approach. They happily join in with singing and clapping to familiar nursery rhymes. Children enjoy cuddles, and there is lots of laughter between the childminder and the children. Children develop a good understanding of healthy lifestyles. For example, the childminder provides a nutritious home-cooked meal at snack time, they wash and dry their own hands and cut their own fruit with a knife. Children are confident and independent learners.

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

- The childminder monitors children's learning and development well. She builds on what children know and can already do and uses observation and assessment effectively to monitor their progress. The childminder knows the children in her care well and can confidently talk about their capabilities. She plans a wide range of interesting age-appropriate activities, and any gaps in learning are addressed promptly. For example, the childminder identifies how well each child is learning to ensure that planning is designed accurately.
- The childminder identifies clear next steps for children's learning with parents to help children make good progress in their development.
- There is a good selection of enjoyable resources that excite children's imagination and encourage their eagerness to explore. Children are motivated to learn. However, at times, the childminder does not give the children enough time to think and use their imagination during role play. Therefore, children do not fully explore the resources or activity and extend their learning further.
- The childminder supports children to develop their independence and promotes their self-care skills well. Children independently select toys and resources they want to play with and take a lead in their own play. Children manage and attend to their own personal needs. They proudly call out 'I did it' as they unfasten and take off their outdoor shoes.

- Children are excited to play outside. The childminder supports children's curiosity as she encourages them to observe bugs and spiders. She talks to children as they explore, to help them understand their natural environment. Children develop their coordination skills as they run and have fun in the garden.
- Children learn about diversity, similarities and differences in the community. They learn about festivals with their friends. Children develop social skills through visiting playgroups, local woodlands, parks and the library.
- The childminder develops close relationships with the families who use her setting. She hopes that the children in her care will become self-assured learners. The childminder has daily discussions with parents to keep them updated about the care their child receives. She shares children's learning through detailed observations and photos in written learning journals. Parents describe the childminder as 'caring', 'loving' and 'considerate'.
- The childminder uses feedback from parents to improve her setting. She attends local forums for childminders. The childminder reflects on her practice. She welcomes new ideas and uses these in her planning for children's learning.
- The childminder has built good partnerships with other settings and has strong links with the local schools and services to support the children's growth. Children make good progress from their starting points, across all areas of their learning. They are well prepared for their move on to nursery and school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding training and has a secure knowledge of child protection issues. She can identify possible concerns about a child's well-being. The childminder ensures that children are safe in her care by being attentive and supervising them closely. Daily risk assessments of her home are thorough, and she takes appropriate steps to ensure that children are safe on outings. The childminder keeps accurate records of the children's attendance. All accidents and incidents are recorded, and the details are shared with parents promptly. The childminder makes sure that the children know what to do in the event of an emergency.

What does the setting need to do to improve?

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

- give children more time to develop their own thinking and imaginative skills during role-play activities, to further extend their learning.

Setting details

Unique reference number	EY488622
Local authority	Islington
Inspection number	10295528
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 5
Total number of places	6
Number of children on roll	2
Date of previous inspection	5 December 2017

Information about this early years setting

The childminder registered in 2015 and lives in the London Borough of Islington. She operates for most of the year from 7am to 6pm, Monday to Friday. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Sandra Watt

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 provided the inspector with a sample of key documentation on request.
- The childminder and the inspector had a learning walk together to discuss the childminder's curriculum for children's learning.
- The inspector took account of parents' views.
- The inspector observed interactions between the childminder and the children.
- The inspector carried out a joint evaluation of an activity with the childminder.

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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