

Childminder report

Inspection date: 21 September 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

The childminder has warm and caring relationships with the children attending. She knows the children and their families well and plans activities to support their interests and next steps in learning and development. She plans a curriculum appropriate to the age of all children who attend. There is a strong focus on developing their communication and language skills. She acts as a constant partner to chat to, which supports children to become confident communicators. She encourages children to answer questions and repeats the words they use to support them to use the correct pronunciation.

Children's behaviour is good; they are happy and have fun with the childminder. They enjoy singing and dancing together. The childminder uses her voice in different ways. Sometimes her voice is high, sometimes low, and this keeps the child interested in what she is saying. She reminds children how to be safe. For example, when a child tries to reach a book from the shelf, she reminds them not to climb on the toys. She gets down to the same level as the children to join in their play and they love to copy her. For example, when reading a book together, the childminder puts on her glasses. A child stops looking at the book and goes to find some very large play glasses to put on to help her to read too. They giggle together as they both try on the glasses and see what each other looks like.

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

- Children make good progress in their learning and development. She explains that if a child has special educational needs and/or disabilities she seeks additional support and guidance from the local authority and from local or national training organisations as appropriate. She completes the progress check for children aged two and considers all areas of development and how she can support children to reach their expected milestones.
- The childminder supports children's physical health and well-being. She provides healthy, home-cooked meals and offers advice to parents about how to make sure their children are eating a balanced diet at home. Children are encouraged to chop up their fruit using suitable equipment. While the childminder is preparing the food, she talks to children about what she is doing and the ingredients she is adding.
- Children take regular trips to local parks, farms, museums and groups where they meet with other local childminders and the children they care for. This supports children to further develop their social skills with other adults and children and helps them to gain a deeper awareness of the community around them.
- Early literacy skills are supported. The childminder provides a range of books and mark-making equipment which children enjoy using throughout the day.

The childminder uses lots of mathematical language with children to support them to learn about shapes, colour and numbers.

- Children are encouraged to make choices about what they would like to do while they are with the childminder. For example, children select role-play items for playing doctors from a shelf and the childminder joins them, putting on a stethoscope so they can check on the health of the dolls. Making choices supports children's independence skills, however, sometimes the childminder does things for children which they could do for themselves, such as wiping their nose.
- The childminder supports children to behave well and guides their behaviour if they are doing something they should not. However, at times, the opportunity to teach children about the impact our behaviour can have on others is missed. For example, when a child pours some semolina on the floor, she tells the child 'no' but does not explain that this will make the floor slippery or ask for their to help to clean this up.
- Parents are extremely positive about the childminder. They value the relationships that she has developed with their children and the opportunities their children have because they attend, such as visits to local museums and libraries. Information is shared with the next setting when children move on to school or nursery to further support their transition to the next stage in their education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding training to understand a wide range of issues which could affect children and their families. She explains the signs which may indicate a child is at risk of harm and the local authority procedures for reporting a concern about a child's welfare. She describes the correct process to follow should there be an allegation against herself or another person living in the home. The childminder carries out regular risk assessments to ensure the spaces used by children are free from danger. She has a first-aid certificate to ensure that she can deal appropriately with any accidents or injuries which may occur while children are in her care.

What does the setting need to do to improve?

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

- support children to understand the impact of their actions on other people
- provide children with further opportunities to practise their independence skills.

Setting details

Unique reference number	EY477592
Local authority	Islington
Inspection number	10308458
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	1 March 2018

Information about this early years setting

The childminder registered in 2014 and lives in the London Borough of Islington. She operates all year round, from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kathryn Irvine

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 childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this has on children's learning.
- Parents shared their views of the provision offered by the childminder 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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