

# Childminder report

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Inspection date:

3 November 2023

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Good

## Summary of key findings

### This provision meets requirements

- The childminder discusses how she has successfully addressed the recommendations in the previous inspection report. She understands how to improve her provision by ensuring children's learning is regularly extended. She explains she uses questioning to deepen children's understanding and provides more time for them to think before answering her. She understands that she will evaluate activities, making sure they provide opportunities for children to develop and extend their skills.
- The childminder has an understanding of how young children learn and develop. She is able to describe how she organises the early years curriculum, including how she focuses on the prime areas and mathematics. She plans her provision according to the age and stage of development of the children she cares for.
- The childminder discusses how she uses ongoing observation to support children's progress and development. She identifies gaps in children's learning and plans next steps based on her assessments.
- The childminder has an understanding of how to support children with special educational needs and/or disabilities. She talks about how important it is to identify children's needs early on. She explains she will put plans in place to support these children's learning, seeking external advice and support when necessary.
- The childminder knows how to support children's communication skills. She discusses how she models spoken English by talking to children all of the time. She introduces new words and phrases, encouraging children to use them in different contexts. Books, rhymes and songs are a strong feature of the provision.
- The childminder focuses on developing children's personal, social and emotional skills. She teaches them how to share and take turns when playing with others. Regular visits to local stay and plays allow children to mix with other children and adults, improving their social skills.
- The childminder employs positive behaviour management strategies. She discusses how she explains to children why particular behaviours are inappropriate and how she regularly praises good behaviour.
- The childminder highlights the regular trips she organises to enhance the curriculum she offers. Children enjoy regular visits to local parks and playgrounds, where they are encouraged to develop their physical skills. Visits to the local farm, museums and the aquarium provide varied and rich learning experiences.
- The childminder understands her safeguarding responsibilities. She can describe some of the signs and symptoms that indicate a child may be at risk from harm. She knows who to report her concerns to and the correct procedures to follow, including if allegations are made against herself. She ensures her safeguarding knowledge is up to date.
- The childminder has recently undertaken paediatric first-aid training. Daily risk assessments of her home and regular fire drills ensure children are kept safe at

all times.

- The childminder is able to evaluate her provision, identifying any areas for development. She works closely with experienced childminders and local authority advisors to improve her practice and takes part in regular training to update her knowledge and skills.
- The childminder highlights how to build on strong relationships with parents. She discusses her communication strategies, including how she provides daily updates for parents on their children's learning and care needs. She explains she is always available to discuss any concerns and provides support to parents when required.

There were no children in the early years age range present when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no early years children present, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states whether the provider continues to meet the requirements of registration.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | EY488187  |
| <b>Local authority</b>                             | Islington   |
| <b>Inspection number</b>                           | 10295527  |
| <b>Type of provision</b>                           | Childminder   |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder   |
| <b>Age range of children at time of inspection</b> | 0 to 0  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 0   |
| <b>Date of previous inspection</b>                 | 20 December 2017  |

## Information about this early years setting

The childminder registered in 2015. She lives in Mildmay, in the London Borough of Islington. The childminder works Monday to Friday from 8am to 6.30pm, all year round. She works alongside her mother, who is also a registered childminder.

## Information about this inspection

**Inspector**  
Paul Church

### 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 provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the areas where childcare is provided.
- Discussions were held between the childminder and inspector. These included discussions about her understanding of the early years foundation stage requirements and her safeguarding responsibilities.
- Documentation was reviewed and discussed 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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