

Childminder report

Inspection date: 9 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder provides a warm and welcoming environment. Young infants settle quickly because the childminder and her assistant give appropriate emotional support. They happily cuddle the childminder and her assistant when they are sleepy or when sharing books to look at together. The childminder is a good role model and promotes good behaviour. Children learn to listen to each other when sharing experiences and take turns well when playing in the home corner. The childminder involves the children in the routine activities. She supports children to be independent. Children are encouraged to put on their own coats and shoes, and they eagerly help to clear away toys.

The childminder places high priority on developing children's communication and language skills. She talks to children, asks questions and models new vocabulary well. Children of all ages enjoy a good range of books the childminder provides for them. They sit for long periods sharing books with the childminder and assistant. The childminder ensures that activities are adapted to include children of all ages and abilities. For example, young children fill and empty containers with coloured pasta, while older children learn to thread and count the pasta to make bracelets.

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

- The childminder has taken positive steps to address weaknesses raised at the previous inspection. She now organises her activity planning to ensure that children of all ages have appropriate adult interaction and learning opportunities. In addition, children are supported to be confident to lead on their own play ideas and make selections of their own.
- The childminder and her assistant work as a strong team, and they know the children well in their care. They give quality time and attention to all children, and they exchange relevant information between themselves regarding children's care and learning.
- The childminder tracks children's progress and identifies what they need to be learning next and where they need more support. This helps her to identify and address any gaps in their learning. However, the childminder is not always consistent to seek from parents a robust range of information about their child's stage of development when they start, to inform her to plan effectively from the outset.
- Children are developing their understanding of early mathematics well. Children are encouraged to count, recognise shapes and identify numbers. They talk about portion sizes when serving their own food and compare shapes to their surroundings, including large and small objects in their play.
- Children develop a good understanding of personal safety. For example, they learn to use plastic knives safely as they help to prepare their own snacks. They

learn about road safety when they are out in the community and identify risks in the park.

- Children enjoy a healthy diet. For example, they make their own wraps for lunch, choosing from a range of healthy fillings, and talk about what foods are good for them. Children ask for additional helpings and learn to understand the need to drink water regularly.
- The childminder takes children to a range of community groups throughout the week, to extend their learning experiences. They have many opportunities to socialise with other children.
- The childminder helps children to develop strong physical skills. For example, older children run freely in the community play space and learn to kick large balls. However, occasionally, there is limited purposeful physical play for younger children.
- Parents comment positively on how much their children enjoy spending time with the childminder and on the good progress their children make. Parents talk about the information the childminder provides them with to help them to support their children's learning at home.
- The childminder is keen to maintain her ongoing professional development. She welcomes the support of her local authority early years advisers to help her to identify the strengths of the service she provides and areas for improvement. She is supportive of her assistant to develop sound skills in the care of the children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interest first.

What does the setting need to do to improve?

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

- build on current systems of settling in new children to gather detailed information from parents to assess children's stage of development, to promote their good progress from the outset
- extend on supporting all children's developing physical skills, in particular when out in the community play spaces.

Setting details

Unique reference number	EY465530
Local authority	Islington
Inspection number	10277391
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	0 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	16 January 2023

Information about this early years setting

The childminder registered in 2013. She lives in the London Borough of Islington. She operates her service all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification. The childminder works with an assistant.

Information about this inspection

Inspector
Shaheen Belai

Inspection activities

- The inspector discussed any continued 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 areas of the premises used for childminding and discussed her intentions for the children's learning.
- The inspector spoke to the childminder, her assistant, and children at appropriate times during the inspection.
- The inspector observed the quality of teaching, and the range of activities offered and assessed the impact this has on children's overall learning and development.
- The inspector accompanied the childminder and children for an outdoor outing within the local community.
- The inspector took account of parental written feedback provided for the inspection.
- The inspector looked at a sample of relevant 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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