

# Childminder report

---

Inspection date:

28 February 2024

---

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

The childminder provides a welcoming, fun and homely environment where children are happy, independent learners. Children have formed strong relationships with the childminder and demonstrate that they are emotionally secure. The childminder has highly effective interactions with children, which help them to make exceptional progress. Children are extremely inquisitive. They learn how things work within the safe and highly resourced environment. Children radiate confidence and clearly express their wants and needs. For example, children indicate what colour play dough and cutter they would like to use at an activity.

Children benefit from the childminder's high expectations for what they can achieve. They are highly motivated by the range of activities on offer and are building excellent relationships with their peers. For example, children are keen to share books together, pointing to the birds they see and repeating bird names with each other. Such learning opportunities help the children to positively engage and interact.

Children's behaviour is exemplary. They are polite, respectful and courteous. They learn to use manners, wait their turn and share. For example, they select toys of their choice and help to clear them away before snack time. The childminder provides children with clear and consistent behavioural boundaries. They understand the difference between right and wrong and respond positively to instructions.

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

- The childminder has an extensive understanding of how young children learn. She applies this skilfully to what she plans to teach children. The childminder provides a curriculum, which is tailored to children's individual needs, interests and what they need to learn next. She implements exciting opportunities for children to build on what they know and can do.
- The childminder provides children with a language-rich environment. She supports children to develop strong communication and language skills. Children continually build and extend their vocabulary through stories, songs and discussion. They actively join in the actions to songs, watching the childminder intently for what they need to do. She talks to the children about what they are doing and encourages the children to use words to express themselves. For example, while sharing a story about emotions, the children were encouraged to express how they felt, matching their feelings to a visual within the book.
- The childminder supports children to develop their social skills. They share and play exceptionally well together. For example, children work together to build a

tower and make a 'bike'. They have formed positive working relationships with each other.

- The childminder supports children's mathematical development well. For example, she provides an opportunity to count how many candles they have put in the play dough, encouraging the children to point to each object and count out loud. Mathematical problem-solving opportunities such as these help them relate their mathematical learning to real life.
- Children relish the time they spend outdoors. The childminder takes the children to stimulating and exciting places regularly, such as the local zoo. They take daily walks to the nearby nature park. The children show great enthusiasm as they recall the mud pies they made recently in the local park. This helps children's physical development and develops their knowledge about their outside environment.
- The childminder gains a wealth of information from parents about their children. She uses this knowledge to help children settle seamlessly from their homes to hers. Parents speak extremely highly of the childminder. They say that they can recognise children's learning that comes directly from the childminder and value the high levels of communication to support their children's next steps in learning.
- The childminder is exceptional at helping children to have respect and understanding for their local community. For example the regular 'Acts of kindness' days when children bring flowers to local neighbours to thank them for the work they have done, such as the dolls clothes that were knitted for them.
- The childminder takes part in regular professional development opportunities to continually improve her practice. For example, she does courses provided by the local authority and attends online webinars to further her knowledge about child development. This helps the childminder to keep her knowledge up to date.
- The childminder provides exemplary provision for children with special educational needs and/or disabilities. She is skilled at identifying children's specific needs by continually updating her knowledge and works closely with advisory staff at the local children's centre to implement strategies to help children reach their individual next steps of learning.
- The childminder has an excellent understanding of signs that may indicate a child is at risk of harm and knows what to do if she has any concerns. She understands what to do if an allegation is made against herself. The childminder identifies risks accurately and takes steps to ensure that her home is safe for children.

## Safeguarding

The arrangements for safeguarding are effective.

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

## Setting details

<b>Unique reference number</b>	EY333557
<b>Local authority</b>	Islington
<b>Inspection number</b>	10308201
<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 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	20 March 2018

## Information about this early years setting

The childminder registered in 2006. She lives in the Highbury West area of the London Borough of Islington. The childminder operates for most of the year, from 8am to 5.30pm, Monday to Thursday. The childminder occasionally works with an assistant.

## Information about this inspection

### Inspector

Haley McDermott

### 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 childminder and the inspector discussed the curriculum together.
- Children spoke to the inspector about what they enjoy doing in the setting.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The inspector held discussions with the childminder about practices and procedures.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024