

Childminder report

Inspection date: 5 March 2020

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

What is it like to attend this early years setting?

The provision is good

Children develop superb social skills. They enjoy sharing their resources and activities. Children cooperate with each other at the highest level during play. Older children demonstrate their understanding of how to create an inclusive atmosphere as they draw younger children into their activities. Children are highly respectful of their friendships and demonstrate deep care and affection towards each other. Children benefit from a stimulating and well-resourced setting. The experienced and dedicated childminder carefully plans activities which build on children's interests and support all areas of their learning. Children access resources which teach them about simple technology but have less opportunity to learn about online safety. The childminder and her assistant effectively challenge children and consistently build on their learning. For example, young children are encouraged to count higher numbers of objects once they are secure in understanding lower numbers. The childminder uses her risk assessments effectively to keep children safe and well. Children are very happy, settled and behave extremely well. They spontaneously use their learning. For example, children use their developing conversation skills to share their fascination about the birds they can hear as they play outside, and hold in-depth discussions about their families and special people.

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

- Parents praise the childminder. They say she provides 'fantastic care' and that their children flourish at her setting. The childminder carefully creates strong partnerships with parents and maintains an effective two-way flow of information. Parents benefit from the childminder's support in how to extend their children's learning at home. Children benefit from the continuity of care and learning.
- The childminder is skilled at developing children's speech and language. She provides a rich vocabulary and encourages children to use new words. Children enjoy songs, rhymes and books. The childminder gently and carefully ensures that children's understanding is accurate and that mistakes they make are sensitively addressed. For example, children are helped to understand that birds have wings and not arms.
- Children explore the natural world. For example, they enjoy visiting local zoos, parks and green spaces. They plant flowers, learn to care for them and find out about different plants and trees. Children access outdoor spaces in all weathers and think about the changing seasons.
- The childminder provides a wide range of opportunities for children to engage in exercise and supports their physical well-being. For example, children enjoy regular exercise classes. They jump and bounce while singing their favourite songs. Children excitedly talk about their favourite foods and eagerly eat the nutritious meals the childminder cooks for them. They learn about leading a

healthy lifestyle.

- Children learn to use simple tools safely, for example, as they practise using scissors to cut straws. However, the childminder acknowledges that she has not yet developed strategies to help children learn about how to keep themselves safe online.
- The childminder provides children with a wide variety of opportunities to explore the local area and learn about people whose lives might be different to their own. The childminder provides children with activities which build on their interests and life experiences. For example, children enjoy trips to the pantomime and journeys on trains. The childminder ensures all children have an equal opportunity to enjoy these activities.
- The childminder carefully observes children and uses the information she gathers to create sharply focused next steps. She monitors and evaluates her practice to help her enhance children's learning opportunities. For example, she monitors noise levels and creates a calm atmosphere. Children quickly develop the ability to listen and concentrate for longer periods of time.
- The childminder supports her assistant in gaining the skills she needs to carry out her work effectively. She constantly monitors her practice and provides her with opportunities to gain relevant qualifications.
- Children are extremely confident and secure. They take great pride in their own abilities. For example, they show how they can do up the zips on their coats with ease, before outdoor play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her duty to keep the children in her care safe. She knows the signs and symptoms which may cause her concern about the welfare of a child. The childminder has clear procedures in place should she have any concerns. She has made herself aware of the indicators that a child might be at risk of being exposed to extreme ideas or behaviours. The childminder uses her risk assessments effectively to help her keep children safe and well.

What does the setting need to do to improve?

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

- develop opportunities for children to learn how to keep themselves safe online and seek help, if needed.

Setting details

Unique reference number	133163
Local authority	Islington
Inspection number	10128373
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	2 to 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	26 March 2014

Information about this early years setting

The childminder registered in 1996. She lives in the London Borough of Islington. The childminder operates her service Monday to Thursday, from 8.30am to 5.30pm, for 47 weeks of the year. She works with an assistant.

Information about this inspection

Inspector

Ceri Callf

Inspection activities

- The childminder and the inspector carried out a learning walk. The childminder discussed how she uses her resources and arranges her premises to support all areas of children's learning.
- The inspector reviewed a sample of documentation, including the childminder's safeguarding policy and first-aid certificate.
- The inspector read feedback provided by parents and the childminder discussed how she develops her partnerships with parents.
- The inspector observed children as they were engaged in a variety of activities, indoors and outside. The childminder and the inspector carried out a joint observation of her assistant's practice.
- The childminder discussed how she evaluates her setting and how she met the recommendation made at her last inspection.

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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