Childminder report

Inspection date:	29 June 2022

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled. They eagerly explore the well-resourced environment. Children snuggle up contentedly to adults, who read to them with enthusiasm, which helps them develop a love of books. Children dress up as their favourite characters as they engage in imaginative play. They play in the home corner pretending to cook meals for adults.

The childminder has embedded outdoor learning throughout the curriculum. Children develop an understanding of their local community. They buy fruit and vegetables and confidently talk with the shop keeper. Children regularly visit the library and join planned reading events. This helps to enhance their social skills. Children visit local charity shops and choose toys. This teaches them about generosity and that some people are less fortunate than them.

Children demonstrate their impressive independence and self-help abilities, for instance when taking shoes on and off, washing hands at appropriate times and freely accessing their own drinks. In addition, the childminder supports children's individual sleep routines. She regularly praises children for their achievements, for example when they complete puzzles or demonstrate helpful behaviour.

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

- Children benefit from a curriculum enriched with outdoor learning. They visit various places in the local area and trips further afield. For example, children visit local forest school sessions weekly. This supports them with their understanding of nature and the world around them.
- The childminder has recognised that children have missed some social and communication opportunities during the COVID-19 pandemic. She uses her settling-in process with parents to identify gaps in learning. To support this, she plans opportunities for children to mix with other groups of children. This includes regular playgroups and a network of childminder groups in the community. Adults consistently repeat words and phrases to children. They ask children to talk about what they can remember. This supports adults to build on embedded learning.
- Adults have built warm and friendly relationships with children. They know them well and have a good overview of next steps in their learning. Overall, children make good progress. However, on occasions, older children do not have their learning extended well enough, as adults are distracted with younger children demanding their attention.
- Children learn about similarities and differences. The childminder uses stories and books so children can look at people with different skin tones. They then discuss what makes them unique. The children experience cultural events in the

community. For instance, they attended a multicultural day at a local school. Children tried a range of foods and looked at different clothes. The childminder then shared this experience with parents so that this could be extended further at home.

- Partnerships with parents are good. The childminder communicates through an app and shares a newsletter regularly. These highlight learning points that can be continued at home. The childminder holds monthly stay and play events outside. This is an opportunity for parents to meet socially. The childminder also speaks individually with parents to discuss progress and next steps in a relaxed environment.
- The childminder works alongside an assistant. They attend regular training and then reflect on any areas of improvement. They recently attended first-aid and food safety courses. This supports them with keeping children safe. The childminder accesses a childminding network and keeps good links with the local authority.
- Supervisions are completed regularly. This helps to support well-being. The childminder has made good links with the local children's centre. She attends regular classes led by professionals. This includes dental hygiene and healthy eating. The childminder then uses this to inform future planning and shares this with parents.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is acutely aware of safeguarding reporting procedures. She has ensured that she keeps her knowledge up to date and is aware of broader safeguarding issues. These relate to female genital mutilation and the 'Prevent' duty. The childminder uses network links to keep informed of local safeguarding issues. For example, she shared news with parents about recent safety incidents involving children outside local schools. The childminder has robust risk assessments in place for the indoor and outdoor environment. She confidently talks about daily checks she completes on the premises. This ensures that children continue to remain safe.

What does the setting need to do to improve?

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

- ensure knowledge of children's interests is used to extend their learning further, so they have opportunities to experience awe and wonder.

Setting details

Unique reference number	2513388
Local authority	Islington
Inspection number	10207835
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	1 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Highbury in a home based within the footprint of a primary school. The house has a separate entrance and the childminder operates totally independently of the school. She works weekdays between 7.30am and 6.30pm all year round, except for bank holidays and family holidays. The childminder works with an assistant and provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Tania King

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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector talked to the childminder and her assistant at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between the childminder and children.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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