

Childminder report

Inspection date: 25 August 2022

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

What is it like to attend this early years setting?

The provision is outstanding

Children adore attending this inviting and homely setting. They come in excited each day, knowing that they are going to have lots of enjoyment. The childminder is warm and enthusiastic. She welcomes children and develops close bonds with them. The childminder ensures that children have access to exciting resources. She lets them take the lead with their play. As a result, children quickly develop confidence and comfort in their surroundings.

Children's behaviour is exceptional. They settle quickly and calmly. The childminder creates a peaceful and soothing environment. She has clear rules and expectations, which children respect and follow early on. The childminder acts as an excellent role model of manners and respect for others. As a result, children behave consistently well. They share with others and develop exceptional social skills.

Children regularly explore the local community. They look forward to trips to the local park with wildlife and a 'splash park'. Children also enjoy trips to the zoo, play groups and the local Kew Gardens via local transport. The childminder uses the opportunities to meet with other childminders and children. This further supports children's learning while sharing best practice with others. As a result, children experience the greatest, most enjoyable opportunities.

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

- The childminder provides an ambitious curriculum at her setting. She successfully incorporates children's experiences into fun activities, extending their knowledge further. Activities are planned around children's individual needs and interests. They are highly supportive of children's developmental targets. As a result, children become brave at getting their hands 'dirty' in sensory play. They become successful learners across the areas of learning, making pleasing progress. The childminder challenges children by asking questions, such as 'How can you do it yourself?' or 'What can you see?' to take children's learning even further.
- The childminder creates inviting environments with a rich range of resources. Children independently access toys and books of choice, taking the lead in their play. The childminder displays attractive educational posters. Children regularly look at these with fascination. They point and engage with them, quickly learning the concepts.
- The childminder effectively creates an environment rich in language. She repeats and models language and praises children highly for their efforts and achievements. The childminder teaches new words and phrases daily. Singing and story time enable children to choose their favourites and join in, quickly gaining confidence. As a result of these careful considerations, children become

confident in expressing themselves.

- Children who speak English as an additional language or are bilingual make exceptional progress. The childminder is proactive in ensuring the environment supports both languages. She works closely with parents to follow wishes, obtaining key words and phrases in both languages. As a result, children enjoy learning and sharing words and cultures.
- Parent partnerships are exceptional. Parents report that children receive 'brilliant support for development' in a 'loving and caring' environment. They state that their children love spending time with the childminder. Parents appreciate the regular updates about development and activities. They are grateful for the diversity of activities, ease of communication and flexibility of the childminder. As a result, the childminder builds close and supportive relationships.
- Snack and mealtimes are exciting social times for children. They enjoy singing and dancing to background music with the childminder. The childminder encourages children to try new foods and talk about their experiences. She also challenges children to feed themselves. The childminder talks animatedly to children throughout. She shows them how she washes up and cleans the kitchen to extend their learning opportunities.
- The childminder highly encourages personal hygiene and independence. She reminds and supports children to wash their hands and faces to keep germs away. Children thrive on challenges from a young age. The childminder promotes problem-solving skills when children navigate spaces or tidy away resources. This results in children developing excellent independence and confidence skills from a young age.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has excellent knowledge and understanding of safeguarding principles, including knowing possible warning signs to look out for. She is confident in recording and reporting concerns early on, and has all the relevant information for reporting to the local authority. Her knowledge of wider safeguarding issues, such as the risk of being drawn into radicalisation, is strong. She is highly aware of local risks and is proactive in ensuring her training is regularly updated. The childminder's setting is secure, and she communicates regularly with on-site support to ensure risk the assessments, fire procedures and smoke alarms are regularly reviewed and remain effective.

Setting details

Unique reference number	2577800
Local authority	Islington
Inspection number	10239440
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. The setting is located in the London Borough of Islington and currently operates on a Thursday and Friday, between 8.30am and 6pm, for most of the year.

Information about this inspection

Inspector

Marianne Brown

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 setting and has taken that into account in their evaluation of the setting.
- The childminder joined the inspector on a learning walk of the setting to discuss the curriculum and what they want children to learn.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- Parents spoke to the inspector during the inspection, sharing their views.
- The inspector looked at relevant documentation, including the safeguarding procedures, training and qualifications.

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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