

Childminder report

Inspection date: 21 September 2023

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

The childminder offers good quality care and learning in a nurturing, very safe, child-friendly, and welcoming environment. Children are happy and settled in the childminder's care. They thrive on her positive interactions. The childminder continually communicates with children as she focuses on developing their speaking skills. For instance, she talks to them about what they are doing and repeats the words younger children say to help reinforce the correct pronunciation. This supports children's confidence in speaking and listening. Children thoroughly enjoy hearing the childminder read their favourite stories, and they join in with known sounds and phrases. Children develop good mathematical language and skills. For example, while listening to stories, the childminder encourages counting and introduces words, such as 'bigger' and 'smaller'.

The childminder gently encourages children to listen to her and each other. Children are well behaved and show care for each other. They play cooperatively with their friends and happily give hugs to the childminder. There is lots of laughter among the childminder and the children. Children develop social skills as they visit the local woodlands, library and playgroups. The childminder also teaches similarities and differences of diverse communities. Children are prepared well for their next stages in their learning and move on to nursery or school.

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

- Children make good progress relative to their starting points. The childminder carries out detailed observations and assessments to identify and support children's individual needs.
- The childminder places high priority on developing her knowledge and skills. She has attended several courses, including supporting children's speech and language. This helps to promote a love of reading books with children and extend their vocabulary successfully.
- The childminder is reflective about her setting. She knows what she does well and what she needs to improve. She uses a range of methods to evaluate the quality of provision and considers the views of other professionals, childminders and parents.
- The childminder knows the children extremely well. She uses information from children's starting points, such as what they know and can already do and plans interesting and exciting activities. She monitors their progress effectively, which helps her address potential gaps in their learning promptly.
- Children are motivated to learn as they receive consistent praise and recognition for their achievements. For example, they are delighted when the childminder acknowledges their concentration and perseverance to complete complex puzzles.

- Children are developing their listening skills as they hear different sounds, such as a helicopter and aeroplane in the sky.
- Children develop their confidence and independence skills. For example, they put on their shoes to go outside and talk about the grass being wet from the rain.
- Children are excited to play outside and are delighted to run in the garden. They develop their coordination skills when riding the wheeled toys.
- The childminder supports children's imaginations well, such as when they play in the sand with buckets and spades to hide their small-world toys.
- The childminder develops good relationships with parents. She communicates with them daily and keeps them well informed about their children's ongoing achievements and learning. The childminder seeks parent's contributions to children's learning and identifies next steps to extend this further. Parents speak highly of the childminder and are very happy with the care and education she provides. They praise her for the help and support their children receive.
- Overall, children are taught why they need to wash their hands after playing in the garden and before eating food. However, the childminder does not consistently make best use of routines, such as nappy changing, to extend children's knowledge of the importance of effective hygiene practices.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard children. She works in partnership with the local authority to make sure her training is up to date. The childminder understands the different types or signs and symptoms of abuse which children may show. She has robust systems in place to respond to any concerns about the children she cares for. The childminder's setting is safe and secure. She carries out effective risk assessments, indoors and outdoors, to make sure children are kept safe and effective action is taken to minimise risks to them.

What does the setting need to do to improve?

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

- make better use of routine activities to help children understand the importance of appropriate hygiene procedures.

Setting details

Unique reference number	2632514
Local authority	Islington
Inspection number	10301138
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 2
Total number of places	4
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in the London Borough of Islington. She is available to mind children on Monday to Friday from 8am to 6pm, 45 weeks or more, per year.

Information about this inspection

Inspector

Sandra Watt

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the childminder.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023