

Childminder report

Inspection date:

18 July 2024

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

The childminder has established extremely secure and nurturing attachments with children. As they arrive, they confidently say goodbye to their parents. They do this at their own pace with the full support of the childminder. Children show that they are looking forward to their day. They welcome their friends with enthusiasm, waving and calling out their names through the window. They demonstrate that they feel fully valued as part of the group.

The childminder establishes clear routines with children to help create a calm atmosphere. She teaches children how to share and take turns. She does this with emphasis on why this is of importance so that they are respectful and kind to each other.

The childminder encourages children to develop their imaginations. They show visitors their favourite books and animals and name them with confidence. They celebrate together as they dance and sing to their favourite songs. They join in with enthusiasm, taking turns with each other. The childminder uses every opportunity to reinforce language and extend and model vocabulary with children. She also spontaneously introduces numbers into children's play as they count objects and match these confidently to the corresponding number in the book. The childminder encourages children to discuss their ideas. She listens to children's responses to extend their learning. Children confidently join in and retell stories with enthusiasm. The childminder has high expectations for all children. She is skilled and experienced in working with children with special educational needs and/or disabilities and is proactive and knows how to seek early help for children, when needed.

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

- Children are learning about caring for their environment and each other with the childminder exceptional guidance. They confidently serve themselves water and fruit at snack time. They pour drinks and help each other, pouring more for their friends. Children tidy away toys and resources together, ready for the next activity. The childminder fully acknowledges teaching children to learn about respect and tolerance for others. They have great fun playing together as they practise filling and emptying the containers with the childminder.
- The childminder plans activities based on children's interests, abilities, and areas for development with fine attention to detail. She is clear about what she wants children to learn next and shares this in highly collaborative communication with parents. This enables her to focus on children's progress effectively, to continue to build on what children already know. For example, this enhances her already excellent knowledge of supporting bilingual children and children show very high

levels of emotional well-being in her care.

- Children receive excellent support as they get ready to move on to their next stage in learning. They are motivated to explore and investigate and show high levels of curiosity and concentration. The organisation of the environment, high-quality resources and well-planned activities fully support this. The responses from the childminder during children's spontaneous play ensures that all children remain highly focused and engaged.
- The childminder teaches children to develop their knowledge and understanding of the natural world exceptionally well. Children have plenty of opportunities to be active and explore the environment. Regular outings are planned to provide children with rich opportunities to develop their physical skills. The childminder organises exciting trips further afield and more locally to the park and surrounding area. Children are taught how to be safe and show that they understand this. They are taught about how to climb and balance safely and the childminder explains to children how risks can be minimised to ensure their safety.
- Parents value the childminder extremely highly. They appreciate the many ways that she communicates and supports them with their children's progress. Parents comment on how well their children's additional languages are included. They are so impressed with how happy their children are to attend each day.
- The dedicated childminder places children at the centre of everything she does and is continually looking at ways to improve her practice and ensure children's maximum development and ongoing safety and well-being. She makes sure that her mandatory training, such as in safeguarding and paediatric first aid, remains up to date. She also interacts with relevant support groups to continually refresh her knowledge of early years practice. This is highly valuable in establishing and reinforcing her continuing professional development and well-being.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2656409
Local authority	Islington
Inspection number	10347108
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	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Angel in the London Borough of Islington. She operates all year round, Monday to Friday from 8am to 6pm except for bank holidays and family holidays. The childminder holds a degree level teaching qualification.

Information about this inspection

Inspector
Catherine Greene

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 provision.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector discussed learning activities and assessed the quality and impact of teaching on the children's learning. She spoke with the childminder and the children at appropriate times during the inspection.
- Parents discussed with the inspector their views of the childminder's provision.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding the children.

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 2024