

Childminder report

Inspection date: 10 January 2025

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 creates a calm and happy environment for all children. She has a nurturing and patient approach to supporting children's learning. The childminder gives children gentle encouragement and praise. This helps them to feel emotionally secure. Children demonstrate high levels of happiness as they share their achievements with visitors. The childminder teaches children to understand and control their emotions. Children behave well. They are kind and considerate to other people.

The childminder plans a wide range of experiences that excite children about their learning. She plans opportunities linked to children's interests. For example, children feel excited to share their knowledge of animals after their visit to the zoo. This deepens children's understanding and knowledge of the world around them. The childminder supports children to keep going even when they find things tricky. Children feel excited to have a go and join in.

The childminder promotes children's independence. She has high expectations of children and teaches them to do things for themselves. For example, the youngest children tidy up after themselves and know where things go. Older children play a range of board games. They learn cooperation, turn taking and rules. Children become confident problem-solvers. This supports children's self-esteem.

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

- The childminder creates a broad curriculum. She understands that giving children access to new and unfamiliar challenges teaches them to have a go. Children are curious learners who enjoy exploring. The childminder teaches children that it is important to try again if they encounter setbacks. This promotes children's perseverance.
- The childminder has strong knowledge of how children learn. She uses her knowledge to identify the developmental steps children need to make in their learning. The childminder is meticulous in identifying how children learn. She uses this information to plan activities that extend their learning. This helps children to reach their developmental milestones.
- The childminder knows that children with special educational needs and/or disabilities (SEND) may need expert help. She understands that making links with external professionals is important. The childminder helps families to access support where appropriate to enhance children's learning.
- Overall, the childminder interacts with children well. She recognises that some children need additional support to develop their language skills. However, she does not consistently consider their needs closely enough when planning activities. As a result, not all children, including children with SEND, receive

opportunities to extend their language and develop their fluency further.

- The childminder understands that it is important for children to learn about healthy foods. She plans a nutritious menu that gives children opportunities to try new flavours. The childminder teaches children about foods that are good for them. This promotes children's physical health.
- The childminder understands how to support children's physical development. She plans opportunities for children to spend time outside in the fresh air. The childminder encourages children to climb, run and play on wheeled toys. She teaches children to balance and develop core strength. This supports children to develop their physical strength.
- The childminder provides opportunities for children to concentrate for extended periods of time. She supports children to complete tasks from start to finish. The childminder gives children gentle encouragement and guidance as they learn. Children learn to concentrate for increasing periods of time. This promotes children's focus and attention skills.
- Parent partnerships are strong. Parents report that children are happy. They say that the nurturing care the childminder provides supports children's well-being. Parents report that the information the childminder gives them helps them to extend their children's learning at home.
- The childminder understands that it is important for children to learn about differences. She teaches children about diversity in their community. Children celebrate their own uniqueness. They are tolerant and respectful of other people.
- The childminder is reflective of her practice. She regularly arranges professional development opportunities to help keep her knowledge and skills up to date. She ensures that these opportunities link closely to the needs of children in her care.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- develop further how activities are planned to consider the needs of all children, including those with SEND, so that all children extend their language skills.

Setting details

Unique reference number	2690628
Local authority	Islington
Inspection number	10372305
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 4
Total number of places	0
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in the London Borough of Islington. She works with two assistants. The childminder operates all year round, from 8am to 6pm, Monday to Friday. She provides government funded childcare.

Information about this inspection

Inspector
Kate Daurge

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on the children's learning.
- The inspector viewed documentation relating to suitability on request from 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.

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