

Childminder report

Inspection date: 4 June 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

Children are happy and settled in the care of the childminder. They confidently separate from their parents and come into the warm and welcoming home ready to explore. The childminder builds good relationships with the children and their families. Children demonstrate they feel safe as they access the environment with ease. They behave well and are motivated to play and explore. The childminder knows the children really well. She knows their individual needs and closely supports their well-being. She provides an inclusive environment where children with special educational needs and/or disabilities (SEND) progress well.

Children enjoy looking at books with the childminder. They sit and listen, enjoying the calm environment. The childminder is bilingual, and using the shared language with the children helps them to feel safe, secure and promotes a sense of belonging and identity. The childminder provides opportunities for the children to develop their social skills. For example, they regularly visit the park and stay-and-play sessions at the local children's centre. This is helping the children to develop their social skills in different environments along with building confidence in developing interactions with their peers.

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

- The childminder has organised the environment well. It encourages children to be independent in their play and make choices with the resources on offer. The books are well presented, and children choose their favourite books. Some of the books have sensory lights and sounds, and this particularly engages children with SEND.
- The childminder is fostering a love of outdoor play by offering a range of activities in the garden. The resources are varied and well set up. They offer the children opportunities to develop their physical skills, such as whizzing down the small slide or having a go on the trike. The children are proud of themselves when they have a go on the slide independently and when the childminder praises their efforts. The provision supports children's physical development well.
- The childminder understands the need for a clear curriculum and plans around the children's interests. She knows the children well and generally knows how to support children in their learning. She gets to know each child as an individual; this includes a keen focus on their care and well-being. However, the childminder does not sufficiently focus her professional development on how she can continue to develop her skills in promoting children's learning even further.
- The childminder has some understanding of what she wants children to learn. However, she does not focus consistently on the specific skills she wants children to develop. For example, during water play, she adds different resources to enthuse and engage children, but this is not sufficiently focused on skills,

including children's expanding vocabulary.

- Children are learning to count and use their mathematical development through their interests, such as water play and brick play. For instance, the children build towers with bricks, find bricks with the same colour and fill containers. The childminder plays alongside the children to develop these skills. This helps the children learn simple mathematical concepts.
- Parents comment that their children are happy and love to come to the childminder's. They appreciate all she does for them and particularly appreciate her flexibility and 'attention to detail'. Parents talk positively about the level of care and safety their children receive, particularly for children with SEND. They further appreciate the support their children receive in their home language and how this has helped them settle in and feel secure. Communication between home and the childminder is good.

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:

- focus professional development more precisely on enhancing skills and knowledge to improve teaching
- prioritise the skills and knowledge children need to learn when planning the curriculum.

Setting details

Unique reference number	2708766
Local authority	Islington
Inspection number	10380738
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	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She is based in the London Borough of Islington. The setting is open from Monday to Friday, 7am to 7pm, for 48 weeks of the year. The childminder offers provision of funded early education to children aged from one to four years.

Information about this inspection

Inspector

Lisa Clarke

Inspection activities

- The inspector viewed the setting and discussed the safety and suitability of the provision.
- The inspector spoke to parents and took account of their views.
- The inspector observed interactions between the childminder and the children.
- The childminder spoke to the inspector about how she supports children with SEND.
- The inspector and childminder discussed the curriculum and what the childminder wants the children to learn.
- The inspector and childminder discussed the importance of safeguarding children and who she would contact.

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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