

Childminder report

Inspection date: 9 April 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely settled, happy, at ease, safe and secure in the childminder's care. They have an exceptional bond with the childminder and the other children attending. Children welcome visitors and interact with ease once they feel familiar and safe. For example, they share play materials and talk about their learning experiences with the inspector, such as the picture they are colouring in or the baking activity they have been involved in. Activities flow from one to another with significant ease, which children are eager to set out, clear away and extend on. The childminder ensures that each child plays with a purpose. This is evident in the long periods of time younger and older children spend at activities, such as with construction play, making play dough or exploring the dressing-up props. Children stay focused and engrossed for considerable periods of time at each activity.

The childminder plans and delivers the curriculum extremely well. She has an in-depth knowledge and awareness of each child's individual development through careful observation and assessment. The childminder skilfully weaves new vocabulary into different activities and conversations. She is excellent at building on children's existing skills and extending their learning. For example, the childminder encourages children to add different spices to their dough-making activity. This allows children to use their senses to describe what they can smell and taste. During children's play, the childminder nurtures their interests and enables them to lead on their own play and make choices for themselves too. The childminder uses children's interests to encourage them to persist at activities. Children develop highly positive attitudes to their learning and excel in their development in all areas. Children behave exceptionally well. They are polite and caring to each other as they share and take turns in their play with ease.

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

- The childminder demonstrates an excellent awareness of assessing children's learning and development. She has a deep understanding of how to build and extend on children's learning experiences. The childminder enables each child to develop good self-esteem and be confident to communicate their needs and have a say in their play and learning. Children make excellent progress to enable them to be ready to move on to school.
- Children of all ages have highly effective communication and language skills to communicate, ask questions, listen and take direction. This is because the childminder is highly skilled at talking to children clearly, listening and repeating their developing words and sentences. She gives children ample time to respond to her. The childminder ensures that she uses a range of descriptive and new language with children that is linked to activities and experiences.
- Children benefit from the broad range of quality activities the childminder offers

them, indoors and outside. In addition, the childminder ensures that children have extended learning opportunities in the community too on a regular basis. She uses these experiences to enable children to be highly sociable with other children, gain new learning experiences and develop new interests. For example, children attend music sessions, visit the local farm and get more physical opportunities when attending the baby gym.

- Children enjoy learning about differences. They hear a range of languages being spoken by the childminder, who strongly supports children to speak their home languages alongside English. Children, of all ages, switch from one language to another with ease. They regularly hear the childminder and their peers speak new languages that they are not familiar with, which they quickly pick up on.
- Children learn about healthy lifestyles and how exercise and healthy food are good for them. They are familiar from a young age about the importance of handwashing. Children are very much able to do such tasks with little assistance from the childminder. They learn about the importance of how to keep their teeth healthy as the childminder provides a variety of activities, discussions and books for them to learn from. Children enjoy the home-cooked meals with relish, asking for additional helpings and eating at their own pace as a group. They are eager to set the table and choose their own cutlery and plates.
- All parents and carers speak extremely highly of the childminder's service. They are pleased with how they and their children are welcomed and settled into her care. Parents comment on the broad range of information the childminder gathers beforehand to have a good insight into their children's needs and developmental progress. They value the effective methods the childminder uses to regularly exchange information and how she prioritises children's individual needs. The childminder actively seeks out parental feedback. This allows her to build on what she already offers to maintain strong partnership with parents.
- The childminder has an extremely positive approach to her own professional development. She accesses information and updates her knowledge through her local authority. The childminder explores other relevant childcare websites to keep updated with relevant changes and new initiatives. This enables her to support and promote children's learning and development effectively and be well informed about her own role and responsibilities.

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	EY296404
Local authority	Islington
Inspection number	10375786
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	2 May 2019

Information about this early years setting

The childminder registered in 2004 and lives in the London Borough of Islington. She offers care Monday to Friday, from 8am to 5pm, throughout most of the year. The childminder holds a relevant level 3 childcare qualification. She provides government funded childcare for children aged from nine months to four years. The childminder is registered to work with an assistant and offers overnight care.

Information about this inspection

Inspector
Shaheen Belai

Inspection activities

- The childminder and inspector discussed how the childminder sets out her curriculum, organises her provision and delivers the early years foundation stage framework.
- The childminder showed the inspector around her premises and resources. She explains how she uses the premises for children's care and learning and ensures that they are safe and suitable for children.
- The inspector spoke to children when appropriate as they played and dined, and gathered parental feedback. The inspector also looked at parental feedback gathered by the childminder as part of her own self-evaluation and feedback from her local authority's early years department.
- The childminder spoke to the inspector about individual children's learning and development, how she assesses their progress and supports them to move to the next steps in development.
- The inspector looked at relevant key documentation, and the childminder explained the improvements she had made since the last inspection.

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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