

Childminder report

Inspection date: 11 September 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming and stimulating environment. Important information about children's care, individual needs and interests is obtained from parents when children first start with the childminder. This helps the children to form secure emotional attachments with the childminder and other children. Children have their own well-resourced playroom and the childminder encourages them to follow their own ideas and extend their play. The childminder is a good role model and teaches children to manage their feelings and behave well.

Young children appear happy, safe and behave well in the childminder's care. They follow the childminder's instructions and are beginning to understand simple age-appropriate boundaries. The childminder promotes children's language and imagination skills well. She encourages their role play, based around children's interests, such as having a 'tea party'. This helps children relive real life experiences and enables them to talk during their play and about their home experiences. The childminder introduces new words and phrases to extend children's vocabulary, such as naming the props and resources they use. The childminder has a good understanding of how children learn and develop, and provides a challenging curriculum. Children participate in a wide variety of experiences that support their learning and development effectively. Young children demonstrate curiosity as they push, pull or press parts of toys to discover what might happen. Children also explore paint and chalk and learn about texture, shape and colour.

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

- The childminder's teaching and curriculum promotes children's progress across all areas of learning. She carries out frequent observations in order to help her monitor children's learning and development, and identify their next steps. For example, she completes a daily diary of children's achievements with sound monthly summaries of development, including the progress check at age two. All children make good progress from their starting points in their development, including those in receipt of additional funding. For instance, children develop their early writing skills as they make marks with chalk and use paint brushes correctly on paper.
- The childminder's home is safe and secure, and thorough risk assessments are conducted daily. She has set up a separate playroom for the children, equipped with a good range of quality toys and resources that they can access freely. However, during some planned activities, younger, more inquisitive children, become easily distracted and wander off into other areas of the childminder's home. This disrupts all children's learning as the childminder has to stop what she is doing frequently to bring all children back together.

- Children acquire good skills in mathematics and in understanding the world in which they live. For example, they enjoy counting objects and enhance their hand-eye coordination as they play with the abacus. Children enjoy looking through a range of books and sharing stories with the childminder. They eagerly listen and follow the illustrations and text as the childminder reads about the differences and similarities in people.
- Children are learning to be independent. For example, they learn to take off their jackets and choose the toys they want to play with. However, the childminder does too much for children, which can hinder their independence. For instance, she often wipes their noses for them and does not involve them in setting up meals or tidying up afterwards. While she occasionally asks the children to tidy up after play, she ends up doing it for them.
- Children are encouraged to make healthy food choices and to be active, getting fresh air every day. For example, the childminder takes them to local soft-play areas and parks. Indoors, children eagerly learn to balance and walk across wooden blocks, as well as play a game with soft balls and knocking down skittles.
- The childminder keeps her knowledge and skills up to date by regularly attending training. This ensures that children can benefit from her new ideas and improved practice. For instance, after completing a course on children's communication skills, the childminder now offers children regular activities involving story sessions, singing songs and rhymes.
- The childminder develops good working partnerships with parents. She shares information with them and other relevant professionals to keep them informed of children's learning and development. Children benefit from this consistent approach.

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:

- plan the learning environment and activities more carefully, taking account of children's differing needs, helping them to be fully engaged and focused in their learning
- increase opportunities for children to do more for themselves during everyday routine activities.

Setting details

Unique reference number	EY330183
Local authority	Islington
Inspection number	10355211
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	2 to 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	21 November 2018

Information about this early years setting

The childminder registered in 2006. She lives in Hornsey Rise, in the London Borough of Islington. The childminder is open from 8am until 5pm, Monday to Thursday throughout the year. She holds an early years qualification at level 3.

Information about this inspection

Inspector

Rubina Nijabat

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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