

Childminder report

Inspection date: 21 May 2025

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

Children are happy and settled in the care of the childminder. The childminder's nurturing and friendly manner ensures that children form strong bonds and their emotional well-being is well supported. Children feel safe in the childminder's home and explore the environment confidently. Children behave well, the childminder gives lots of praise and gently reminds them of the simple rules that promote positive behaviour. As a result, children learn about expectations of their behaviour and are purposefully engaged in play.

The childminder has high expectations for each child. She provides a challenging and ambitious curriculum that builds on children's interests, also their stage of development. Children have lots of fun, they enjoy dressing up as princesses and doctors, creating their own story lines as they go. The childminder plays alongside the children, she models language to develop their communication and language skills well. She provides lots of opportunities for children to learn about the world around them, they regularly visit local groups, parks and the farm. This has a positive impact on children's confidence and social skills. As a result, all children are making good progress.

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

- The childminder knows all the children very well. She regularly observes and monitors children's development, any gaps in learning are quickly identified and support put in place. Children are well prepared for next stages of learning, including moving on to school.
- The childminder plans exciting activities based on what children know and can do. Children arrive with big smiles and are eager to explore the environment and see what activities the childminder has planned. Overall, the childminder provides a balanced curriculum which excites children's interests. However, on occasions, the childminder does not provide enough opportunities for children to problem solve, to further challenge their learning.
- The childminder supports children's communication and language skills effectively. She constantly talks to children about what they are doing and introduces new words to help extend their vocabulary. She regularly reads stories and sing songs, The childminder asks children questions and respectfully engages them in daily routines. For example, she asks if they need the toilet or want to have breakfast. This also helps children to make choices and develop their personal independence skills.
- The childminder provides opportunities for children to develop their big and small muscles. For example, running, jumping and climbing, and also pushing and pressing buttons on toys and putting puzzle pieces together. However, there are not enough opportunities for children to build on this and develop and

practise their early writing skills.

- Children are motivated and curious to learn. They focus on activities well and build positive relationships with each other. Children are kind to one another and support each other when needed. The childminder praises children when they learn new skills such as 'good listening' and 'well done'. Children copy this and praise one another. This creates a positive learning environment.
- The childminder provides a wide range of opportunities for children to develop their independence skills. For example, children make their own choices in their play, independently access resources and tidy up after themselves. They sing songs as they wash their hands and have access to a wide, varied and healthy diet which supports children to make healthy choices.
- Parents speak highly of the childminder and partnerships are strong. The childminder spends significant time getting to know families, which fosters a deep foundation of trust and respect. Good and clear communication between both, ensures that any learning is shared and that children thrive and flourish.
- The childminder ensures that she keeps her own professional development up to date; this includes attending training on safeguarding and first aid to help ensure she keeps children safe.
- The childminder carries out regular risk assessments of her home and supervises children well to ensure they play and learn safely. She talks to children about road safety when they go out. As a result, children develop an understanding of dangers and how to keep themselves safe.

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:

- provide more opportunities to further challenge children through more problem solving
- develop more opportunities for children to practise their early writing skills.

Setting details

Unique reference number	EY336545
Local authority	Islington
Inspection number	10380592
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	14 June 2019

Information about this early years setting

The childminder lives in the London Borough of Islington and registered in August 2006. She is open from Monday to Friday, from 8am until 6.30pm, all year round, and is closed for bank holidays and family holidays. The childminder holds a relevant childminding qualification at level 3. She works alongside an assistant who has completed suitable training.

Information about this inspection

Inspector

Nelam Pooni

Inspection activities

- The childminder led the inspector on a learning walk and told the inspector about what they want children to learn.
- The childminder showed the inspector the premises and discussed how she ensures it is safe and suitable.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed children at play in the childminder's home.
- The inspector spoke with parents and reviewed written feedback to gather their views about their experiences of the childminder's setting.
- Children spoke to the inspector during the inspection.
- The inspector looked at documentation relating to the suitability of those working with children, such as evidence of qualifications, first-aid training and Disclosure and Barring Service (DBS) checks.

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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