

Childminder report

Inspection date: 11 June 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, safe and well cared for in this setting. Children form strong attachments with the childminder. This helps them feel secure. Children confidently choose from a broad range of toys and resources to extend their play. They have lots of opportunities to develop their imaginative skills. For example, they enjoy playing with cars and trucks and putting puzzle pieces together. They add water, scoops and cups to sand and make sandcastles. They make up story lines about going to the seaside. Children confidently count and identify colours. This builds on their vocabulary and supports their early mathematical development. The childminder ensures that the curriculum is ambitious and challenging for all children. As a result, all children are making good progress.

Children are active learners and have a 'can-do' attitude. The childminder gives lots of praise and gently reminds them of the simple rules that promote positive behaviour. The childminder has high expectations of all children and, as a result, children's behaviour is good. The childminder supports children's health and well-being well. She ensures that children have daily opportunities to enjoy fresh air outdoors, and she takes them on regular outings to the park, zoo and groups. These support children's social skills also giving them opportunities to develop their physical skills.

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

- The childminder observes and monitors children's progress. She plans exciting activities based on children's interests, what they know and can do. Any gaps in development are identified and appropriate support is put in place. Children enjoy their time at nursery and are happy and confident learners.
- The childminder provides opportunities for children to develop their big and small muscles, such as running, jumping and throwing balls, pushing and pressing buttons on toys, using tongs to pick things up and squeezing pipettes. The childminder builds on these and provides lots of opportunities for children to develop their early writing skills.
- Overall, routines and transitions for children are well managed, and these support children to be engaged in their play and develop their independence skills. However, on some occasions, some transitions can be a little rushed, which means some children have their play interrupted and are not able to focus and finish what they have started.
- Children are curious and engaged, and they focus on activities well. They are excited to explore the properties of melting ice. They crack the ice with spoons, freeing the minibeasts they had put in water before being frozen. They know that water can change from liquid to solid and talk about this change in their play. This supports their understanding of the world.

- Children build positive relationships with one another and support each other when they need help. The childminder praises children, such as 'good listening' and 'well done', when they learn new skills. Children copy this and praise one another. This creates a positive learning environment.
- Children develop safe and secure attachments with the childminder and assistants. They take time to get to know children and share information about children's routines and what they like doing with their parents. This ensures that the childminder is up to date with any changes and that children's emotional well-being is well supported.
- Partnerships with parents are good. Parents like the daily feedback they get about their children and can see how their children have developed since attending the setting. Parents are kept up to date about what their children are learning at the setting. However, currently, the childminder does not share what children's next steps for learning are, so parents are able to carry on learning at home and further support their children further.
- The childminder ensures that she keeps her own professional development and that of her assistants up to date. This includes attending training on safeguarding and first aid to help ensure that she keeps children 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:

- consider transitions during the day to provide children with enough time to finish their play and learning
- build on partnerships with parents and share next steps for learning, so they can continue learning at home.

Setting details

Unique reference number	EY415545
Local authority	Islington
Inspection number	10388494
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 4
Total number of places	9
Number of children on roll	11
Date of previous inspection	15 July 2019

Information about this early years setting

The childminder lives in the London Borough of Islington and registered in November 2015. She operates from Tuesday to Thursday, from 8am until 6pm, all year round, except for bank holidays and family holidays. The childminder holds a relevant childminding qualification at level 3. She works alongside 2 assistants who have 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 that they are safe and suitable.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- The inspector observed children at play in the childminder's home.
- The inspector spoke to the childminding assistants throughout the inspection.
- The inspector spoke with parents 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 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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