

Childminder report

Inspection date: 21 January 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	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are warmly welcomed into a safe, secure, carefully planned and stimulating environment. The childminder creates strong bonds with children. She knows children very well and is sensitive to each child's emotional needs and well-being. All children, including those who may be shy or reserved, are highly confident and flourish. The childminder's caring and friendly manner creates a secure foundation for children to explore and learn in a fun and nurturing way. The childminder has created a curriculum that focuses on individual learning. She takes time to get to know children deeply through observations, assessments and excellent communication with parents. The curriculum is exceptionally ambitious and seamlessly incorporates children's interests and individual learning needs. Children thrive and excel in their overall development.

Children are highly motivated learners. The childminder corrects children in a positive way, teaching them to make mistakes, in order to learn. Children experience success and failure in equal measures. They enjoy making mistakes and figuring out how to achieve success for themselves. Children are highly resilient learners who develop a 'can-do' attitude from an early age. The childminder has high expectations of all children. She is an excellent role model for children to learn from. She consistently teaches children about the impact of their behaviour. All children behave extremely well.

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

- The childminder plans an exceptionally well-structured and ambitious curriculum. She employs a wide range of innovative strategies to deepen children's understanding and ignite their passion for learning. For example, when children observe the pet tortoise, she nurtures children's interests and curiosity by seamlessly discussing why some animals 'hibernate' and why they have 'hard and scaly skin'. Children recognise the different patterns on the tortoise's shell and discuss this alongside the different colours. The childminder incorporates additional resources, such as books and weighing scales, to support further learning. This significantly enhances children's language, problem-solving and mathematical development.
- The childminder provides lots of opportunities for children to broaden their knowledge and understanding of the world and community around them. Children regularly visit local groups and parks. This has a positive impact on children's confidence and social skills.
- The setting is extremely well thought out to maximise children's learning potential. Both indoor and outdoor spaces are exciting and stimulating with lots to do and see. For example, children are involved in planting and growing fruit, vegetables and herbs. There is a self-care station where children can look at

themselves in mirrors, comb their hair and wipe their noses. They are successfully learning how to care for themselves and other living things, including household pets.

- Children are highly focused, motivated and curious to learn. As children arrive, they are excited to see what has been carefully planned for them. Their overall well-being is exceptionally well supported. The childminder acknowledges and responds to children's feelings when happy and upset. Children learn to identify their emotions and develop the words to express them. They demonstrate they can recognise and respond to their own and others' feelings.
- The childminder fosters children's independence skills from a young age. For example, she encourages children to take responsibility for their self-care needs in a fun and engaging way. She sings songs as they wash their hands and gives access to a wide, varied and healthy diet that supports children to make healthy choices.
- Parents speak highly of the childminder, and partnerships with parents are very strong. The childminder spends significant time getting to know families, which fosters a deep foundation of trust and respect. She supports children's learning at home by offering support and ideas to further enhance these strong relationships. Children start their educational journey with a rich foundation of knowledge and a genuine enthusiasm for lifelong learning.
- The childminder is committed to ensuring that she keeps her own professional development and that of her assistants current. She continuously evaluates practice and actively looks for ways to address any gaps, for example, by focusing on literacy for all children. The childminder seamlessly embeds the use of books, letter recognition and sounds in the curriculum, when children are developmentally ready for this learning. This has rapidly improved children's communication and language, and personal, social and emotional development, and fostered a love for stories and books.

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	EY421848
Local authority	Islington
Inspection number	10368262
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 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	13 March 2019

Information about this early years setting

The childminder lives in the London Borough of Islington. She operates from 8.30am until 5.30pm, Monday to Thursday, all year round, except for bank holidays and family holidays. The childminder works alongside an assistant, both hold relevant childcare qualifications from level 3 to 6.

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 childminder and the assistant spoke to the inspector throughout the day.
- The inspector observed children at play.
- 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 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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