

Childminder report

Inspection date: 11 January 2023

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 form close bonds with the childminder. They are happy on arrival and separate from their parents well. The childminder gathers information from parents and settles children quickly. Some children go off independently and choose what they would like to explore and play with, while others read a book with the childminder, getting some additional reassurance if needed.

The childminder plans to engage children in activities related to the theme of animals. Children have been drawing animals. One of the drawings is placed in an envelope and the children decorate these with animal stickers of their choice. Conversations flow and children are inquisitive. They look at others' work and show each other their decorated envelopes proudly. Children have shown an interest in posting letters and talking to the postman about how letters arrive at the home. They post their drawing later that day while on an outing.

Children sit with the childminder exploring a small farm set. They select different animals and when the childminder asks the question, 'Which animal does milk come from?', they point at the cow. Children then sing the song 'Old MacDonald Had A Farm'. Children enjoy the rhyme time and join in making noises.

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

- Routines and daily activities are planned with a focus on the prime areas of learning. The childminder ensures that children get fresh air and exercise daily. Physical development resources are available indoors too. Children go out to the local playground. The childminder and local families work well together to create a green space that is clean and safe. Children climb on equipment and they run around. They sing nursery rhymes, which supports their language.
- Behaviour is good. The childminder has high expectations of the children at her setting. Children are quick to respond to instructions and they listen well. Different parts of the day run seamlessly. Children are excited when getting ready for their outings and also at mealtimes. They hear the word 'lunchtime' and are quick to come to the dining table in preparation for mealtime routines.
- The childminder creates a curriculum that allows children to build on their skills, overall. She has a very good knowledge of what her children can do and what their next steps are. However, the childminder does not always maintain the focus of activities in order to support children's learning fully.
- The childminder promotes good hygiene. Children know the routines well and she praises them for actively following effective practices. The childminder models good practice when wiping children's noses, ensuring there is no cross contamination. The childminder communicates with parents when children are ill to help reduce the spread of infectious illness.

- Partnerships with parents are strong. Parents say they are very happy with the care provided by the childminder. They receive information from her at pick-up times. Updates are provided during the day with some pictures of what their child has been doing. Children take their artwork home to share with their families.
- Healthy meals are served to the children. As meals are being prepared, some children come over to the preparation area to watch the childminder. She talks to them about the meal they are having today for lunch and the vegetables that they will eat. Children point to the carrot and say 'carrot'; the childminder talks about where carrots come from and, furthermore, how they will be cut today and why. The childminder shares details about eating habits with parents. She sends recipes home to support parents with children's preferences.
- The childminder is very reflective of her practice. She evaluates activities weekly and works well with her co-childminder and other childminders in the local community and the early years team to keep up to date with training.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that children are supervised at all times. She completes mandatory child protection training. The childminder recognises the signs of abuse. She is aware of the procedures for recording and reporting abuse if she suspects a child or family are at risk. The childminder can identify signs of domestic abuse and the impact this can have on children and families. She is aware of the external agencies that can support families with mental health concerns and highlights the importance of early intervention. The childminder has a link with the local authority early years team and the safeguarding hub.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- develop opportunities to support children's learning in a more focused way.

Setting details

Unique reference number	EY424321
Local authority	Islington
Inspection number	10235524
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	0 to 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	20 March 2017

Information about this early years setting

The childminder registered in 2011. She lives in Finsbury Park, in the London Borough of Islington. The childminder works alongside her partner, who is a registered childminder. She operates Monday to Friday, from 9am to 5pm all year round, apart from some family holidays.

Information about this inspection

Inspector

Davinder Dhaliwal

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector had discussions with the childminder throughout the day and during the learning walk.
- The inspector observed the quality of education provided at the setting for all age groups. The impact was evaluated.
- Throughout the day, safety and hygiene routines were observed.
- Discussions with parents and children took place and the inspector reflected on these discussions.
- Joint observations were carried out with the childminder and feedback and outcomes discussed.

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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