

Childminder report

Inspection date: 4 August 2022

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

The provision is outstanding

Children settle very quickly in this bright and welcoming setting. They build robust, warm bonds with the childminder and her assistant. Children demonstrate that they feel safe and happy. They sing and hum to themselves as they focus on activities. Children often join in with their friends' made-up songs and delight in each other's company. Children demonstrate excellent concentration and perseverance. They focus as they draw creatures they found in the garden, spend extended periods at activities and carefully put away resources once they are finished. They are exceptionally kind and considerate. Children are highly confident, curious and willing to 'have a go'. They practise practical skills regularly, which promotes their independence. From a young age, they select, peel and cut up their own fruit at snack time. Children explain the knife safety rules, and why it is important to wash hands before eating. They recall recent trips and special events with enthusiasm and excitement. They remember going on the minibus and talk about the things they see and experience on outings. For instance, they remember a recent zoo trip to celebrate World Tiger Day.

Children joyfully use a range of fabrics to dress up. They use silk scarves to create dresses and capes, then ask a digital assistant device to play music to dance to. The childminder teaches children about staying safe and using resources carefully, using language that is appropriate for their level of understanding. For example, she reminds children about not tying dressing up materials around their necks and talks them through a breathing exercise so they can feel where their windpipe is. She shows them safe ways to use materials in order to fulfil their creative ideas.

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

- The childminder and her assistant are extremely passionate about providing a high standard of 'home-from-home' care with a rich curriculum. The childminder is highly knowledgeable and reflects deeply on what works for the children she cares for, knowing their unique learning journeys and next steps. The childminder uses this knowledge, and conversations with her assistant, to identify ways to improve so that she can best support children's well-being and progress. She also engages with local initiatives and training to update her understanding, sharing these with her assistant.
- Parents praise the service effusively. They particularly appreciate the strong communication between the setting and home, robust relationships that their children develop with the childminder and her assistant and the varied and exciting curriculum that helps their children to make excellent progress.
- The childminder and her assistant respond with respect and enthusiasm to children's ideas. They ask open questions to ensure they understand children's thinking. The childminder ensures that she provides resources that value

children's uniqueness. For instance, she makes sure that pencils and pens reproduce a vast array of skin colours and selects books which reflect a range of people, family structures and cultures. Children explain how to choose the right colour for their skin and hair to draw accurate self-portraits. They recall recent activities around 'Pride' celebrations and demonstrate a strong sense of self and appreciation for each other's differences.

- The childminder has robustly acted upon her last inspection's recommendation. She has developed strong systems to establish partnerships with other professionals involved in children's learning, such as health visitors and school teachers. This helps to ensure continuity in children's learning and enables early intervention where additional help is needed.
- Children select toys and resources and understand the childminder's 'swap rule' of putting toys away before choosing more, to ensure enough space to play. Children become deeply engrossed in play and are inquisitive learners. Younger children concentrate as they master pouring, squeezing and transferring skills in a bubbly water tray. The childminder recognises when to guide and when to step back to enable children to experiment and explore independently. Children examine new items with care and eagerly demonstrate how to use equipment, such as a toy record player.
- The childminder adapts conversations skilfully to extend children's vocabulary. She uses interesting words, such as 'elongated', as she draws attention to a snail's movement. She introduces the concept of 'suction' as she demonstrates how the snail can be turned upside down on a glass lid. Older children show an interest in collective nouns and recall that a group of ladybirds is a 'loveliness'.
- Children take pride in their work. They enjoy looking through their personal art books and treat these carefully. From a young age, children demonstrate a keen interest in making marks and exploring shapes and colours. They have ample time and fascinating live subjects, such as snails and worms, to study and draw. Children know to be gentle with creatures and that they must be returned to their habitats.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a robust understanding of safeguarding and child protection practice. They know the signs that may indicate a child is at risk of harm or radicalisation and how to identify and report concerns. The childminder ensures they both keep their knowledge up to date with regular training and she knows the importance of reviewing their ongoing suitability.

Setting details

Unique reference number	EY445989
Local authority	Islington
Inspection number	10231830
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	8
Date of previous inspection	30 September 2016

Information about this early years setting

The childminder registered in 2012 and lives in Archway, in the London Borough of Islington. The childminder holds an appropriate early years qualification at level 3 and works with an assistant. She operates from 8am to 6pm, Monday to Friday, all year round, with the exception of bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Oakley

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 childminder and has taken that into account in her evaluation.
- The childminder and some children took the inspector on a 'learning walk' across all areas of the premises to explain how the early years provision and curriculum are organised. Children explained the rules and routines of the setting to the inspector.
- The inspector held a number of discussions with the childminder and her assistant. She looked at relevant documentation and reviewed evidence of the suitability of all persons living and working on the premises.
- The inspector observed the quality of interactions during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to children and parents at appropriate times during the inspection. She also took account of the views of parents through written feedback provided.
- The childminder completed a joint evaluation of an activity with the inspector.

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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