

Childminder report

Inspection date: 22 November 2024

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 develop close bonds with this kind and nurturing childminder. Her calm manner helps to create a welcoming environment. Babies are content and snuggle into the childminder's warm and reassuring embrace. They smile and gurgle as they explore the environment and the resources on offer. The childminder creates a curriculum that is based around children's interests. She focuses on the skills that children need to progress for their next setting, such as promoting their independence and communication skills. The childminder gathers information from parents and uses observations to determine what children already know and can do. This supports the childminder to understand each child's learning needs when planning for their next steps in learning.

The childminder gets down to children's level and gives them her full attention. She uses a gentle tone as she helps them to remain engaged in activities. Babies' faces light up during these interactions, giving them confidence as they play. The childminder praises children's achievements when accessing the toys. She encourages them to negotiate the space safely. For example, the childminder swiftly intervenes when babies struggle to manipulate a toy while cruising. This helps to de-escalate babies' frustration, and they quickly return to their play. The childminder positively promotes children's emotional well-being.

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

- The childminder's curriculum for physical development is well sequenced and builds cumulatively on children's current physical skills. She provides opportunities for babies to explore and move in different ways. For example, the childminder places toys slightly out of reach to encourage them to cruise. The childminder puts activities at different levels so babies can pull themselves up to standing. Children enjoy practising their walking and running skills on the winding paths in the nearby fields. This strengthens children's core muscles and stability.
- Children develop a love of books. The childminder places a strong focus on books and stories to support children's communication and language. She ensures a variety of books are readily available for children. Babies beam with big smiles as they explore the books. The childminder points to the printed words in the book as she reads with an engaging tone. This captures babies' attention. The childminder focuses on encouraging single words, such as 'splish' and 'squelch'. She introduces new words as children play. For instance, the childminder repeats words, such as 'whizz whizz', when they hear the noise of a drill from nearby building works.
- The childminder spends time finding out about children before they start at the setting. Her knowledge of each child supports her to meet their needs right from

the start. For example, the childminder knows children's routines and understands what children need. She responds to their care and learning needs in a timely manner. As a result, children settle well into the childminder's care and develop a sense of belonging.

- The childminder reflects on her practice to identify areas for development. She completes mandatory training and uses feedback from parents to evaluate her setting. However, the childminder does not consistently focus her professional development on gaining a deeper knowledge of how to extend children's learning.
- Children learn about the natural world and life in their local community. They go to the nature reserve and explore topics such as the life cycle of a frog and watch the tadpoles. Children visit the park and local library for rhyme time and story sessions. The childminder uses these visits to help children to further their communication and language skills and socialise with other children.
- The childminder meets children's personal care needs. For example, she carries out regular nappy changing and applies good hygienic practices. Babies cooperate happily as the childminder responds to their babbling and gestures. The childminder provides home-made and nutritious meals. She supports parents with weaning their babies from pureed food to more solid food.
- Partnerships with parents are effective. The childminder communicates with parents through daily discussions and diaries about their child's day, including their next steps in learning. Parents comment that the childminder communicates with them closely, that their children like attending and they like the balance of indoor and outdoor activities that the childminder provides.

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:

- extend professional development opportunities to enhance the teaching of the curriculum even further.

Setting details

Unique reference number	EY471820
Local authority	Islington
Inspection number	10360000
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	3
Date of previous inspection	12 December 2018

Information about this early years setting

The childminder registered in 2014. She lives in Highbury Grange, in the London Borough of Islington. The childminder is open each weekday, from 8.30am until 5.30pm, closing for five weeks of the year.

Information about this inspection

Inspector

Jaswinder Rakhra

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided indoors and assessed the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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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