

# Childminder report

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Inspection date: 27 June 2022

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children benefit from the childminder's high expectations for what they can achieve. Younger children are extremely inquisitive. They actively explore, investigate and learn how things work within the safe and well-resourced environment. Children have tremendous fun with the childminder as they play and learn. The childminder inspires children to have a fabulous sense of awe and wonder. For instance, children learn how plants and flowers grow through poems and play. After discovering, the stem and the petals, children explore paint to recreate a flower mural.

The children make good progress through effective interactions with the childminder. Children are very happy, settled and independent. They radiate confidence in a safe and secure environment and they form a close bond with the childminder. Children behave well as they learn to use manners, wait their turn and share toys. The childminder has a good understanding of how young children learn. She applies this skilfully to her decisions about what to teach the children. Children learn to be persistent in their activities, such as mark making with green chalk, or pushing the baby doll around in her buggy.

When the setting was closed due to the COVID-19 pandemic, the childminder made regular calls and visits to the families, to share ideas with parents to extend their children's learning at home. This helped children to continue to develop and a smooth transition to settle them back in. The childminder uses information from parents, alongside focused observations and assessments, to create an engaging learning environment, both indoors and outdoors.

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

- The childminder provides a curriculum which is tailored to the children's needs, interests and what they need to learn next. She implements exciting opportunities for children to build on what they know and can do.
- Children become self-motivated learners, who benefit from having a wide range of exciting opportunities to explore and to test out their own interests and ideas. For example, having collected sticks of various shapes and sizes, they use them to dig for worms in the mud. They learn words such as 'slippery and slimy ' and have their own opinions as to whether they like the worms or not.
- Partnerships with parents are successful. The childminder gains all the necessary information from parents about their children. She uses this effectively to help younger children settle seamlessly from their homes to hers. She works closely with parents and provides ideas about how children's learning can be supported at home.
- The childminder provides a language-rich environment, where children

continually build and extend their vocabulary through stories, songs and discussion. They giggle when she sings along to songs, and actively join in the actions to the song, watching the childminder intently for what they need to do next and whether they should be singing. Even those children who speak English as an additional language at home, make good progress in their English language development.

- Children relish the time they spend outdoors. The childminder takes the children daily to stimulating and exciting places, such as the local farm, the zoo and daily walks to the nearby woods, in all weathers. Even the youngest child shows great independence in the way they dress themselves in the appropriate outdoor gear for rolling in the mud and jumping in the streams. The childminder views this as an important part of the curriculum. This helps children to stay healthy and learn about the outside environment.
- The childminder undertakes training that is targeted at improving her knowledge and how she can use this to the benefit of the children in her care. She continually reflects on what she can do to improve her practice and, as a result, children make good progress.
- Children have some opportunities to learn about, understand and respect the similarities and differences between themselves and other people, and recently they attended a Baptism service. This helps children to learn about valuing and respecting special moments within their own lives, and those of others. However, further consideration of this aspect of learning would enrich the curriculum and extend personal development.
- The childminder supports children in social situations. For example, they meet other woodland groups and share their picnic, while sitting on logs. They beam with excitement as they cook in the mud kitchen or tap in time to the sound of a woodpecker.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to keep children safe and is fully aware of safeguarding procedures. She is confident and knows what to do if she has a concern about a child. She ensures that safeguarding and the welfare of children are at the forefront of her practice. Safeguarding updates are integral to her practice with up-to-date safeguarding training completed in her work with the forest school. The childminder's home is secure and well organised. She has thoroughly risk assessed her home and outdoors to minimise any hazards.

## What does the setting need to do to improve?

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

- continue to pursue the plans to enhance the existing programme to extend children's understanding of people, families and communities that are different from their own.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY475650                                                                          |
| <b>Local authority</b>                             | Islington                                                                         |
| <b>Inspection number</b>                           | 10219814                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 2                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 2                                                                                 |
| <b>Date of previous inspection</b>                 | 16 August 2016                                                                    |

## Information about this early years setting

The childminder registered in 2014. She lives in the Arsenal area in Highbury, in the London Borough of Islington. The childminder offers flexible care on Monday to Thursday and operates her service throughout most of the year. The childminder holds a relevant early years qualification at level 3. At the present time, no children are in receipt of funded early education.

## Information about this inspection

### Inspector

Sandra Teacher

## Inspection activities

- This was the first routine inspection the provider 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 of the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to the parents during the inspection and sought their views.
- Relevant documentation was available for inspection, including policies and procedures, first-aid qualifications and suitability checks.
- The inspector held discussions with the childminder and the children throughout the inspection.
- The childminder and the inspector carried out a learning walk together. The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting, plans activities for children and keeps them safe.

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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