

Childminder report

Inspection date:

7 September 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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder has created a welcoming and nurturing environment, where children are happy. Children are polite, demonstrate good behaviour and greet visitors happily and confidently. They separate from parents happily and engage in the stimulating activities on offer. They demonstrate positive attitudes to learning and independently access different resources. For example, during imaginative play the children gather different teddy bears and a clock from the mathematics area. They ask the teddy bears, 'What time is it?' The children then role play and answer for the teddy bear, '9 o'clock'. They continue playing this game and confidently tell the time to the hour.

The childminder knows the children, their needs, interests and next steps well. She uses this knowledge to plan activities that ensure children make good progress. Children benefit from well-established routines. The childminder encourages children to discuss different emotions at the beginning of the day. Children confidently use the emotions chart to describe how they are feeling. For example, 'I am happy today.' The childminder also extends the children's thinking and asks, 'Why are you feeling happy today?' She has high expectations of children's communication and language development. The childminder consistently models and reminds children to use grammatically correct sentences, such as 'Today is sunny and warm.' This supports children to make good progress with their communication and language development.

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

- The childminder works in partnership with local childminders to plan activities to facilitate the development of children's personal, social and emotional development skills. She plans opportunities for children to interact with children from other childminders. Children are encouraged to take turns, learn to share the resources in the park and work together practising different physical development skills. This helps children learn valuable skills for the future.
- The childminder is committed to promoting children's physical development. She provides opportunities for children to practise moving in different ways, negotiate space safely and develop their hand to eye coordination skills. This supports children to build agility and strength. This ensures children make good progress in their overall physical development.
- The childminder, overall, has high expectations of children's behaviour and learning. She acts as a good role model and is highly attentive to children's needs. However, at times, she does not provide opportunities for children to develop their independence skills through their daily routines.
- Overall, children are confident and independent. However, on occasion the childminder does not provide opportunities for children to be independent in

their play or to apply their thinking skills and persevere.

- The childminder introduces children to new vocabulary from books they read. For example, 'Daddy bear was furious.' She teaches children the meaning of the words and encourages them to give an example of a time they felt furious. Children give examples successfully and learn to use new vocabulary correctly.
- The childminder has developed positive relationships with parents. She shares children's targets with them and gives daily feedback to parents about their child's learning and development. She works closely with parents to support children's transition to school and works with parents to prepare children for school. She also works with parents to encourage children to use their home language to develop their English spoken language.
- Children benefit from the array of activities the childminder plans, such as trips to the library. The childminder encourages children to build their self-confidence and interaction skills with shopkeepers by arranging trips to the local shops. Children are provided the opportunity to buy healthy fruit and vegetables for snack and pay for them with support from the childminder. This also supports children to develop a good understanding of healthy food to maintain a healthy lifestyle.
- The childminder is dedicated and committed to maintaining up-to-date knowledge about safeguarding, first aid, health and safety and the curriculum. The childminder attends training to close the gaps in her knowledge by carrying out self-evaluation. She also works closely with the local authority childminding coordinator to improve her practice.
- The childminder teaches children about different cultures and beliefs. She ensures to celebrate different festivals throughout the year to help children learn the similarities and differences between themselves and others. This supports children to develop respect for others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates suitable knowledge of how to safeguard children from risk of harm. She confidently discusses the importance of reporting concerns promptly to the local authority safeguarding team. The childminder understands the different indicators of abuse and has completed training to develop her knowledge of the 'Prevent' duty. The childminder ensures to carry out daily risk assessments of the learning environments and resources children use daily to assess their suitability.

What does the setting need to do to improve?

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

- provide more opportunities for children to apply their thinking skills and problem

solve independently

- provide more opportunities for children to develop their independence skills through their daily routines and play.

Setting details

Unique reference number	EY476028
Local authority	Islington
Inspection number	10304826
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 3
Total number of places	6
Number of children on roll	1
Date of previous inspection	1 February 2018

Information about this early years setting

The childminder registered in 2015. She holds a level 3 diploma in childcare. She lives in the London Borough of Islington. The childminder operates Monday to Friday from 8am until 6pm, throughout most of the year.

Information about this inspection

Inspector

Honufa Begum

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 their evaluation of the childminder.
- An observation of snack time was carried out by the inspector.
- The indoor provision was observed by the inspector with the childminder.
- The inspector observed the different areas of the provision independently.
- The inspector held a leadership and management meeting with the childminder.
- The inspector sought views from parents and children.
- Samples of policies, certificates and other essential documents were observed by the inspector.
- A joint observation of an activity was carried out by the inspector with the childminder.

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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