

Childminder report

Inspection date: 21 August 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 enjoy coming to the childminder and benefit from the calm and relaxed environment she provides. The childminder uses her detailed knowledge of each child to help them settle in and build their confidence and self-esteem through familiar and enjoyable activities. For example, children are supported to use scissors and mould play dough in order to strengthen the muscles in their hands and wrists. Children respond extremely well to the childminder's positive attitude and the passionate encouragement she provides. This helps children to feel valued and important. For instance, the childminder encourages children who need reassurance to have a go at something new and praises them enthusiastically when they complete the task or try an unfamiliar experience.

Children behave well and are clear about the behaviour expectations of the setting. The childminder is skilled at gently reminding children who need it of the behaviour rules, and they respond to her quickly. The childminder has a really good understanding of when to introduce children to new skills. For example, she builds on what the children already know and introduces the next step of their learning at the right time and with the right amount of support.

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

- The childminder regularly assesses children's progress and shares these progress checks with parents. She understands the importance of identifying any additional needs for children with special educational needs and/or disabilities. This allows her to provide the necessary support to help them continue learning and developing.
- Children benefit from a well-thought-out curriculum that covers all areas of learning. The childminder knows what knowledge and skills she wants children to learn, and she plans experiences for their day. For instance, she uses daily routines to encourage children to develop independence skills. She offers them choices in their play and helps them learn how to do things for themselves.
- The childminder helps children learn about the importance of a healthy lifestyle. Through play and discussion, children learn about healthy food and good oral health. They have daily opportunities for fresh air and exercise, and they visit parks and woodlands where they explore the natural environment.
- Parental partnerships are strong. Parents appreciate the childminder's professional advice about matters such as potty training and weaning children off dummies. They feel well-informed about their child's day and describe the childminder as 'approachable' and 'friendly'. Parents value her strong bond with the children, considering her as part of their family.
- The childminder regularly takes children to community groups, helping them develop confidence and social skills in larger settings. These outings, such as

trips to the local shops and weekly playgroups, teach children about the world around them and the community they live in. Children enjoy activities such as singing and dancing, which broaden their learning experiences and help them understand the differences between people.

- The childminder reflects on the quality of the service she provides. She enjoys attending training to support the children in her care to make good progress. For example, she joins childminders' forums, which are arranged by the local authority, to keep herself informed.
- Children develop a love for books. Books appropriate for children's ages and interests are readily available, which helps to engage children in story times. As a result, children are exposed to new words, such as 'rhino' and 'sheep', to increase their vocabulary.
- The childminder extends conversations with comments, questions and repeating words during children's play. This helps to support children's language and communication skills. However, on occasions, the childminder does not consistently extend and challenge children's learning during activities to help them achieve their highest potential.
- The childminder provides resources, such as pens and paper, to enable children to engage in mark making and develop the small muscles in their hands. This supports children with their early literacy skills. However, the childminder does not yet fully support children's early mathematical development. Mathematical language or concepts are not consistently woven into children's play and experiences to build on what they already know.

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:

- build on teaching skills further to make greater use of opportunities to extend children's learning during activities and help children make even better progress
- incorporate more mathematical vocabulary and concepts into everyday routines and activities to help widen children's understanding further.

Setting details

Unique reference number	148715
Local authority	Camden
Inspection number	10355165
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 2
Total number of places	3
Number of children on roll	2
Date of previous inspection	20 November 2018

Information about this early years setting

The childminder registered in 2001. She lives in Chalk Farm, in the London Borough of Camden. She is available to care for children all year round on Monday to Friday, between 7.30am and 6pm, except for bank holidays and family holidays. The childminder holds a recognised childcare qualification at level 3. She provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector
Rizwana Nagoor

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.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of parents' written and spoken comments.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact this has on children's learning.

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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