

Childminder report

Inspection date: 14 May 2025

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

The childminder provides a calm and safe environment for children. All children, including babies, have a close bond with the childminder and they approach her for cuddles and reassurance. The childminder establishes a smooth settling-in process over a period of time. She gathers information about children's routine, likes and dislikes. This ensures consistency in the care they receive with the childminder and that children settle well and feel secure in the childminder's home.

The childminder observes children and assesses their progress as they play. The childminder blends children's interests with what they need to learn next into planned daily activities. The childminder supports children's learning through her interactions with them and offers regular praise for their achievements. This helps children to build confidence and develop a positive view of learning as they make individualised choices. Children practise independence in their routine. For example, they use forks at mealtimes to feed themselves and help the assistants to clear the table after their lunch. They begin to gain an awareness of their personal needs. For instance, they learn to communicate about their toileting needs and walk to the room they sleep in after lunch without prompts. This fosters children's self-esteem and confidence.

The childminder designs a play-based curriculum to help all children progress well, and she involves parents to discuss children's next steps. Children benefit from a healthy, balanced diet and daily exercise at the childminder's home.

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

- Overall, children behave well. Both the childminder and her assistants are positive role models, and they encourage positive behaviour. Children practise turn-taking and sharing resources as they play, and learn how certain behaviour makes others feel. However, this practice is not consistent when it comes to identifying and expressing children's feelings. At times, this impacts children's effective communication when they are frustrated.
- The childminder utilises the outdoor space to strengthen children's physical skills. Children are physically active. They use their large-muscle skills as they climb, slide, jump, hop and use ride-on toys. Children have further opportunities to manipulate small parts. For example, they rotate buttons and turn the pages of a book as they develop their fine motor skills. Children pinch, roll and squeeze play dough to make their own creations, such as aeroplanes and happy faces.
- The childminder ensures that there is a strong partnership between her and children's parents. Parents receive regular updates from the childminder regarding their child's progress and their current interests. The childminder provides ideas and suggestions if parents need further support at home. Parents

praise the childminder for the nurturing and warm care she provides, and comment on children's happiness when they arrive at the childminder's home. This strengthens the support systems for children's ongoing learning.

- Children begin to incorporate early mathematical concepts in their activities. The childminder and her assistants use language for size, amount, colours and shapes as children play. For example, while blowing and popping bubbles in the garden, the childminder encourages children to spot 'large' and 'small' bubbles and the different colours they see. Children work on problem-solving and critical thinking while they explore the puzzles. This helps children to establish skills for future mathematical achievements.
- The childminder ensures that children's communication and language skills develop well. The childminder enhances these skills through nursery rhymes, stories and role play. There are plenty of opportunities for children to initiate conversations with adults and their peers. For example, children ask 'what is for lunch' as the childminder prepares their lunch. The childminder is responsive to the babies' reactions and babbling, and she repeats words several times to help children develop their vocabulary and become confident communicators.
- The childminder reflects on practice. She keeps herself up to date on childcare knowledge and legislations through regular forums and mandatory training. However, she recognises that there is a need for further professional development and training to support children's learning further.

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:

- strengthen knowledge and methods to extend children's learning further through identifying relevant opportunities for training and continuous professional development
- further develop strategies to support children's expression of their emotional needs.

Setting details

Unique reference number	156478
Local authority	Camden
Inspection number	10380543
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	13 June 2019

Information about this early years setting

The childminder registered in 1992. She lives in West Hampstead, in the London Borough of Camden. The childminder operates her provision from 7am to 6pm, Monday to Friday, all year around. She is qualified at level 3 and works with assistants.

Information about this inspection

Inspector
Ozum Alvim

Inspection activities

- The inspector observed activities, indoors and outdoors, and assessed the impact that these were having on children's learning, and talked with the childminder about how the early years provision is organised.
- The childminder and inspector reviewed an activity together.
- The inspector reviewed a range of relevant documentation.
- The inspector talked with children at appropriate times throughout the inspection.
- Parents shared their feedback 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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