

Childminder report

Inspection date: 9 October 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

The childminder develops strong, trusting relationships with the children. They are happy and well cared for. The childminder shows genuine love and care for each child, and as a result, children are extremely happy and relaxed while in her care.

The childminder understands the importance of developing nurturing relationships with children. Children seek her out for play experiences, praise and support when needed. The childminder is responsive to children as they immerse themselves in back-and-forth games together. They smile and laugh as the childminder supports them to practise their turn-taking and sharing skills. These interactions help children to build secure attachments with the childminder. This supports children's emotional well-being and positive sense of belonging. Furthermore, the childminder is a positive role model for children. For example, she gives gentle reminders to have 'kind hands', linking this to happy feelings. The behaviour of children is good as they begin to learn and understand their own emotions.

The childminder promotes children's language and communication skills well. She encourages children to follow their interests. She uses this as a basis to introduce new vocabulary and encourages them to repeat words back to her. For example, as children explore and search the tray with minibeasts, the childminder repeats words such as 'squishy', 'long', 'nectar', 'legs' and 'wings'. Younger children babble in response to the childminder's warm interactions.

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

- The childminder is loving and caring towards the children. They enjoy her cuddles, comfort and reassurance. She treats them with kindness and respect. This encourages children to behave well and share affection with others.
- Children enjoy listening to books read by the childminder. She is particularly watchful when they select a book and suggests they snuggle up and read it together. Children learn new words and extend their language while they repeat words and phrases.
- The childminder models language very skilfully. Children learn to become confident and articulate communicators who can use new language in their play. For instance, when relaxing after lunch, children play with dolls, speaking to them about using the potty. They show how they take words and concepts they hear into their independent play.
- The childminder works hard to cover the different areas of learning through all the activities and experiences she provides for the children. However, there are times where she does not deploy herself well enough to meet the individual learning needs of children during activities to help them progress to the next stage of their learning.

- The childminder travels with the children in and around her local community. She teaches children how to keep safe and provides opportunities to develop their physical skills. They visit local parks, nature trails and children's centres. These provide children with new and interesting experiences. For instance, they have opportunities to run, climb and balance as they develop their core-muscle skills. These opportunities help children to develop their hand-eye coordination. At the children's centre, the children enjoy playing with sand and water. This helps to develop their small-hand muscles and prepare them for early writing.
- The childminder has high expectations for children's behaviour. She sets clear, age-appropriate and consistent boundaries for children. Children follow the childminder's instructions well and help to tidy up resources when requested. The childminder promotes children's independence and self-care skills well. She recognises the importance of teaching children about safety. Children follow good hygiene routines, such as washing their hands before meals and snacks.
- Children's safety is a priority for the childminder. She keeps her premises tidy to help prevent injuries from trip hazards to children and visitors.
- The childminder is very experienced and constantly seeks to improve. She completes all mandatory training and shares and discusses best practice with other childminders in the local area. Children benefit from a high-quality learning experience.
- The childminder works well in partnership with parents. She regularly shares feedback with them to keep them up to date with their children's progress. Parents say that they are pleased with the level of care and development their children receive. This provides continuity in children's care and learning.

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:

- consider and plan how to connect and build on previous learning.

Setting details

Unique reference number	156485
Local authority	Camden
Inspection number	10354748
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	5 November 2018

Information about this early years setting

The childminder registered in 2001 and lives in the London Borough of Camden. She operates Monday to Friday throughout most of the year. The childminder offers the government-funded places for childcare.

Information about this inspection

Inspector
Shahin Khan

Inspection activities

- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector considered the views of parents through discussions and written testimonials.

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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