

Childminder report

Inspection date: 23 July 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children settle in well and develop secure bonds with the kind and caring childminder. They demonstrate that they feel happy and safe in her welcoming home. Children turn to the childminder if they are tired or upset. They are quickly reassured by a cuddle from her. During a sorting game, children giggled as they deliberately posted coloured balls into the wrong holes. They were confident that the childminder would share their joke and join in with the fun. Children respond positively to the childminder's high expectations. They listen to her guidance and cheerfully follow routines, such as washing their hands and tidying up their toys. Their behaviour is very good.

Children are enthusiastic in their play and have a positive attitude to learning. They enjoy a variety of activities, indoors and outdoors. Children enjoy being independent and are confident to try things out for themselves. For instance, when the childminder introduced a bubble blowing activity. Children were eager to have a go at making bubbles themselves. They tried different ways to do this and were very pleased when they managed to create some bubbles by themselves.

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

- The childminder gets to know the children well and provides toys and resources, which reflect their individual interests. She plans a good range of activities, which support the different areas of their learning. For instance, the childminder sings songs and looks at books with children. This helps to develop their language skills and support their early literacy skills. However, she does not consistently provide opportunities for children to explore, investigate and solve problems independently.
- Children make good progress. The childminder monitors their development closely and quickly identifies where they need extra support. She provides a sequenced curriculum, to build on what children already know and teach them what they need to learn next.
- Children readily engage in imaginative play and invite the childminder to join them. The childminder happily participates in their games. She uses these opportunities to extend children's learning. For instance, the childminder supports children's understanding of mathematics. Together, they count the doll's fingers and talk about sizes.
- The childminder listens to and responds to what children say. She acknowledges their comments and repeats words correctly to help children become confident speakers. However, the childminder, occasionally, misses opportunities to introduce new words, to help broaden children's vocabularies further.
- The childminder understands that children need to develop good personal skills, in preparation for school. She teaches them good hygiene routines and supports

them to use the toilet independently. Children use cutlery at mealtimes and learn how to put on their outdoor clothing independently.

- Partnerships with parents are strong. The childminder exchanges lots of information about children and works effectively with parents to support their children's development. Parents recognise the progress that their children have made, such as with their independence and language skills.
- The childminder is mindful to update her skills and knowledge on a regular basis. She has good links with other childminders and together they reflect on their practice and discuss ways to enhance children's learning.
- The childminder ensures that children are active and play outdoors each day, to support their physical health and well-being. She takes them on outings to local parks and open spaces, where they are able to practise physical skills, such as running, climbing and balancing. The childminder understands that children need to develop relationships with their peers. She regularly meets up with other childminders, so that children can play together and learn good social skills.
- Children develop confidence in their abilities and enjoy sharing their efforts and achievements. For instance, they show pride in the drawings that they create and talk about what they have drawn and the colours that they have used.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a robust understanding of her responsibility to safeguard children. She has attended training to keep her safeguarding knowledge up to date. During the inspection, she responded confidently to questions and scenarios to check her understanding of safeguarding matters. This includes the risks posed to children from extremist views. The childminder knows what to do if she is concerned about a child's welfare. She is confident about the procedures to follow if an allegation is made against her or a member of her household. The childminder has a good range of policies, procedures and risk assessments in place to promote children's health, safety and well-being effectively.

What does the setting need to do to improve?

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

- build on the opportunities for children to explore resources, materials and experiences independently, to help them develop their own ideas, strategies and solutions
- introduce a wider range of words during children's play more consistently, to help broaden their vocabularies.

Setting details

Unique reference number	2503508
Local authority	Camden
Inspection number	10191519
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Camden in London. She operates weekdays between 8am and 5pm, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector around the areas of her home used for childminding and explained her curriculum for the children.
- The views and opinions of the children and parents were taken into account during the inspection.
- The inspector observed activities indoors and outdoors. She discussed the quality of education with the childminder and the impact this has on children's learning.
- A sample of documentation was reviewed, including safeguarding policies and procedures, suitability checks and the childminder's paediatric first-aid certificate.

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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