

Childminder report

Inspection date: 9 June 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 form strong and caring bonds with the childminder and approach her with confidence and affection. They show that they feel safe and secure in her inviting home, which offers plenty of toys and resources to enhance their play. The childminder has high expectations for children's behaviour and is fair and consistent in how she manages this. Children build good relationships with their peers, they learn how to be kind and play together harmoniously.

Children are enthusiastic in their play and have a positive attitude to learning. They enjoy challenges such as shape and number puzzles, and keep trying even when they find things difficult. Children learn to manage their personal needs and to be helpful and independent. They willingly assist with tasks such as tidying up, they learn to wash their hands thoroughly and find their own towels afterwards.

Children enjoy spending time outdoors. Therefore, the childminder offers a wide variety of learning experiences in her garden. She provides natural materials such as sand, soil and water, to help children learn about the world in which they live. Children have fun exploring new textures, as they mix materials together. They practise physical skills as they pour water from a watering can and use trowels to fill flowerpots with soil.

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

- The childminder organises routines effectively, to meet children's welfare and learning needs. Mealtimes are relaxed and sociable. Children help the childminder to prepare their snacks. They use knives safely to slice and chop fruit. The childminder and children chat happily together as they enjoy the nutritious food. They talk about the fruit and vegetables they enjoy most, which promotes a positive attitude to being healthy.
- The childminder has designed her curriculum effectively, to offer children a wide range of experiences. She is ambitious for children and knows what she wants them to learn, in readiness for starting nursery or school. However, her planning for children does not always make the most of learning opportunities. For instance, occasionally books or activities are too complex for children, so they lose interest and do not grasp all the information the childminder wants them to learn.
- Children's progress is carefully tracked by the childminder. Any gaps in their learning are quickly identified and addressed. Children, including those who speak English as an additional language, make good progress. The childminder's curriculum currently has a strong focus on children's language development. She models correct sentence structure and constantly introduces unfamiliar words, to extend children's vocabularies. With children who speak English as an additional

language, the childminder uses familiar words in their home languages, to help support their understanding. However, sometimes, during children's play, the childminder does not give them time to respond to questions or express their own ideas using words.

- Children enjoy learning. They develop a good understanding of mathematics. They confidently count and use number names during everyday routines, such as when going up and down steps or preparing snacks. Children learn to compare and describe the size of items, such as how a big banana can be cut to create smaller pieces. They recognise shapes and show curiosity as they learn how these fit together. The childminder reassures children when things go wrong and praises them when they try hard or finish a task. Therefore, they learn to be resilient and to concentrate well.
- The childminder is proactive in finding new ways to build partnerships with parents. This includes finding different ways to share information on children's daily routines and learning during the COVID-19 (coronavirus) pandemic. The childminder also works effectively with parents to support children's learning at home. This has been successful in helping children improve language and communication skills.
- The childminder values the feedback she gets from parents and children and uses this to plan her provision. For example, children help her to choose weekly menus as they look through cookery books together. The childminder accesses a good range of training and is keen to enhance her knowledge and skills further, to help develop her childminding provision.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of her responsibility to safeguard children. She has attended regular training to keep her knowledge of child protection issues up to date. The childminder understands how to identify potential signs of abuse and the procedures to follow if she becomes concerned about a child. She knows what to do if an allegation is made against her or a member of her household. The childminder has robust policies, procedures and risk assessments to promote children's health, safety and well-being effectively. For example, she ensures that children are familiar with the noise that her smoke alarms make. She practises the evacuation procedure with them, so that they know what to do should the alarms go off.

What does the setting need to do to improve?

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

- plan activities more effectively to help children build on what they already know and can do, so they can make the best possible progress

- give children more time to think about and respond to questions when engaged in activities.

Setting details

Unique reference number	2504347
Local authority	Camden
Inspection number	10191669
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	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Kentish Town in the London Borough of Camden. She operates from Monday to Thursday, between 8.30am and 5.30pm throughout most of the year.

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 of parents and experiences of the children were considered during the inspection.
- The inspector observed the quality of teaching during activities indoors and outdoors, she discussed with the childminder the impact this has on children's learning development.
- The inspector looked at a sample of documentation, 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021