

Childminder report

Inspection date: 30 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 have fun and thrive in this welcoming setting. They happily separate from their parents when they arrive, demonstrating that they feel safe and secure in the childminder's care. Children talk to visitors about their past experiences with the childminder and what they like to play with at her house. They enjoy sharing the special books that the childminder makes for each of them. These contain photographs and samples of their artwork.

The dedicated childminder wants each child to achieve as much as they can. Children enjoy a variety of exciting activities to support their learning. They engage in long periods of imaginative play and invite the childminder to join them. This role play helps children to practise personal skills, such as when they bathe dolls and help to dress them. The childminder takes on the roles that children provide for her, with enthusiasm. She uses the opportunity to talk about care routines with children to support their understanding of good hygiene.

Children are keen to explore and play. They concentrate well as they spread glue onto paper, add pieces of colourful tissue paper and make marks with crayons. Children talk confidently about the collages they have created. They name the colours that they used and show pride in their creations.

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

- The childminder knows the children very well. She understands how they learn and what interests them. The childminder monitors the children's progress closely and quickly identifies any gaps in their learning. She uses this knowledge to provide a sequenced curriculum. This builds on what children already know and teaches them what they need to learn next. All children make good progress.
- The childminder listens and responds to children's speech. She acknowledges what they say, repeats words correctly and introduces new vocabulary. Children become confident speakers.
- Children have opportunities to play outdoors each day in the safe and spacious communal gardens or on outings, such as to parks and a zoo. They learn about how fruit and vegetables grow and practise physical skills. However, the childminder does not always plan the outdoor curriculum effectively. Therefore, opportunities to extend children's learning and enjoyment are missed.
- The childminder makes good use of signs outside to help children to notice print around them. She encourages children to recognise numbers and letters on doors and car number plates. Children begin to recognise these. They show excitement as they point out familiar letters from their names or the names of their friends. The childminder introduces the sounds of the letters and links them

to familiar words, such as 'c' for cat and car.

- Children demonstrate good personal care skills, such as washing their hands and putting on outdoor clothes. The childminder supports their toilet training very well. She provides dolls and toy potties to help children practise toileting routines. Children also enjoy listening to a funny story about a princess using a potty. This boosts their confidence and helps them to feel positive about this change.
- Children listen to the childminder and respond to her guidance. They are kind to each other and behave well. Children enjoy being independent and are confident when developing new skills. For example, they concentrate intently as they use child-safe knives to slice fruit for their snacks.
- The childminder generally supports children's independence very well. She monitors risks to children and takes action when situations are not safe. However, she does not consistently support children to assess and understand risks, so that they can begin to recognise and manage these themselves.
- Partnerships with parents are strong. The childminder exchanges plenty of information about children's progress. Parents comment on how quickly their children have settled with the childminder. They recognise the progress their children have made, for example, with their independence and language skills. The childminder also establishes effective links with schools to share relevant information about children.
- The childminder is mindful to update her skills and knowledge on a regular basis. She uses her new learning to help enhance children's experiences further. For instance, she has reviewed the healthy snacks she provides for children to ensure that they are also good for their teeth.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes safeguarding training regularly to ensure she is familiar with current safeguarding requirements. This includes protecting children from the influence of extremist views. The childminder knows the signs that indicate a child might be at risk of neglect or abuse. She is clear on the procedures to follow should she have a concern regarding a child's welfare. She knows how to respond if an allegation is made about her or a member of her household. The childminder's home is clean, safe and secure. She conducts regular checks of her home to identify risks and she is vigilant when taking children on outings.

What does the setting need to do to improve?

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

- develop further the curriculum for outdoor play to extend learning opportunities for children during their time spent outdoors

- support children's understanding of how to recognise risks and begin to manage these independently.

Setting details

Unique reference number	2506494
Local authority	Camden
Inspection number	10191714
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 4
Total number of places	6
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 the London Borough of Camden. She operates each weekday from 8am to 5pm throughout most of the year.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- This was the first routine inspection the setting 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 her evaluation of the provider.
- The childminder showed the inspector around her home. They discussed how the provision and the curriculum are organised.
- The inspector spoke with the childminder at appropriate times throughout the inspection to help establish the childminder's understanding of how to safeguard the children in her care.
- The childminder and the inspector observed children playing and discussed the quality of education.
- The inspector spoke with the children and took account of the views of parents from their written feedback.
- The inspector viewed relevant documentation, including suitability checks, evidence of paediatric first-aid training and public liability insurance.

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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