

Childminder report

Inspection date: 29 June 2022

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 are happy and settled in the care of this nurturing childminder. They develop secure attachments with her and enjoy her company. Children seek out cuddles and reassurance from the childminder. They love to snuggle on her lap to listen to their favourite story. Children demonstrate that they feel safe and secure. They readily choose from the varied range of activities and resources. These have been thoughtfully provided by the childminder to appeal to children's interests and support their learning. For example, the childminder knows that children enjoy playing with water. Therefore, she provides a variety of resources, such as leaves, sticks and flowers, for them to incorporate into water play. Children are highly engaged for long periods. They explore the different textures and develop their hand-to-eye coordination as they handle and examine these.

Children respond positively to the childminder's high expectations. They enjoy being independent and are motivated to play and learn. Children display a positive approach to their personal care needs. For instance, they feed themselves and wash their hands independently. They enjoy the encouragement and praise from the childminder, which helps them to develop positive attitudes to learning.

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

- The childminder demonstrates an enthusiastic and professional attitude towards her role. She and her co-childminder have a clear vision for developing their service. They constantly reflect on their provision, to ensure that they meet the children's care and learning needs. The childminder describes her plans for future training to develop her knowledge of children's nutrition and support children who are 'fussy eaters'.
- The childminder knows the children who she cares for extremely well. She spends a lot of time observing and playing along with them. This helps her to assess their development and find out about their interests. She uses this information effectively to plan for their progress across all areas of learning.
- The childminder provides opportunities for children to explore their interest in mathematics. For example, they learn about shapes as they fit pieces into puzzles. However, at times, she misses opportunities to extend children's mathematical knowledge, such as by counting or talking about sizes.
- Children thoroughly enjoy their play and learning. They demonstrate that they know a broad repertoire of songs and confidently sing their favourites to the childminder. Children show great energy and enthusiasm as they tap along to rhythms, using pots and pans as percussion instruments.
- Children enjoy the healthy meals provided by the childminder. They learn about the need for good hygiene and wash their hands thoroughly before they eat. Children enjoy walks and outings with the childminder each day. This helps to

promote their physical health and well-being.

- The childminder is a positive role model and is kind and calm in her approach. She uses gentle and consistent reminders to help children understand the boundaries for behaviour. Children show that they understand what is expected. For instance, they help to tidy away their toys after play. They develop good relationships with their peers and play happily alongside each other. Children's behaviour is consistently good.
- The childminder promotes children's communication skills well. For example, she has conversations with children and shares books and songs with them throughout the day. Children develop a broad vocabulary and express themselves confidently.
- The partnerships with parents are strong. Parents provide glowing feedback on the childminder's provision. They describe the 'two-way exchange of information' and state that the childminder is interested in what they do at home with children. This helps to provide good continuity for children between home and the childminder's setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes safeguarding training. This helps her to keep up to date with issues that may affect children, such as the risks of radicalisation and online abuse. The childminder knows how to recognise the signs of abuse or neglect in children. She understands the procedures she must follow if she is concerned about a child's welfare, or if an allegation is made about herself, her co-childminder or a household member. The childminder identifies and minimises any risks to children in her home, to help ensure a safe and hygienic environment for children.

What does the setting need to do to improve?

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

- provide more consistent support for children to develop their understanding of mathematics.

Setting details

Unique reference number	2569754
Local authority	Camden
Inspection number	10232937
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in the London Borough of Camden. She operates her service Monday to Friday, between 8am and 6.30pm, throughout most of the year. She also offers flexible care outside of these hours. The childminder works alongside a family member, who is also a registered childminder at this address.

Information about this inspection

Inspector
Sarah Crawford

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 the areas of her home used for childminding. She explained how she organises the environment and the learning programmes for children.
- The inspector observed a range of activities and interactions between the childminder and children, to help evaluate the quality of education.
- The childminder and the inspector had discussions at relevant points during the inspection.
- The inspector took account of parents' views from their written feedback. She also spoke to the children, to understand their experiences.
- The childminder ensured that her documents were available for the inspector to review, including her paediatric first-aid certificate and safeguarding policies.

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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