

Childminder report

Inspection date: 10 May 2023

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 enjoy their time with this energetic and friendly childminder. They are welcomed very warmly and positively helped to separate from their parent. Children are keen to get their day started and to explore the activities on offer. They can recall and remind the childminder about the plans made yesterday. For example, children are happy to tell the childminder that they had agreed to mix paint to make different colours and tell her where the colours are. Children excitedly mix the colours and are encouraged by the childminder to name the colours that the experiment will make.

The childminder knows children well and she has high expectations of them. They are encouraged to make choices and she supports them to be confident. Children play with, and alongside, the childminder, who is a good role model. Children have regular opportunities to enjoy outings to local parks and playgroups, where they can play with larger groups of children to further develop their social skills and confidence.

Children are well behaved and listen well to the childminder. They are confident in expressing their wants and needs and use well-developed language to do so.

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

- The childminder is clear about what she wants children to learn and experience. She reflects on children's learning and development and thinks carefully when planning activities and trips. This ensures that children can learn and develop the skills they need for later life.
- Parents speak very highly of the childminder. They talk about how warm and loving she is and that they view her as an extension of their family. Parents feel that they know what their child is learning, as the childminder uses a variety of ways to stay in touch with them. They also feel confident that they can contact her to discuss any concerns that they might have. This strong relationship supports children's continuity in their care and learning.
- The childminder extends children's vocabulary with words that they may not hear very often. For example, while mixing colours in large bowls, the childminder uses words such as 'disintegrating', 'overflow' and 'murky'. This offers children opportunities to build on their vocabulary and learn how to express themselves.
- Although the childminder is keenly developing children's counting skills, she does not routinely introduce mathematical vocabulary such as 'full', 'empty', 'less than' and 'more than' into everyday activities such as water play. During these times, children do not actively mark their actions with the vocabulary to extend their learning.

- The childminder is a good role model. She teaches children to take turns and wait patiently in all her interactions with them. The childminder praises and supports children's learning and celebrates their accomplishments. This builds children's self-esteem and confidence.
- The childminder researches local groups for the children to attend. She ensures that these groups complement children's learning and that they are meeting the children's needs. For example, she prioritises taking children to a group that sets out their priorities in line with a suitable curriculum, over attending groups that are over subscribed.
- The childminder understands the importance of forming strong links with other settings that children attend. However, she does not regularly share information about children's development or their next steps with other settings to provide continuity for their learning.
- The childminder prioritises her continuous professional development by attending training and in her reading. She understands the importance of keeping her knowledge current and up to date. This ensures that children are offered a curriculum based on the most up-to-date information.
- Children are offered opportunities to become independent and are encouraged to 'have a try'. For example, children can put their chosen toppings onto a pizza base at lunchtime, while taking about healthy foods. This supports children's well-being and gives them the opportunity to express themselves.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure knowledge of how to identify and respond to any concerns about a child's welfare. The childminder understands how to report any allegations made against her or any household member. Her training is current and up to date. The childminder completes checks of her premises and of the resources to ensure that they are safe for children to access. She is also aware of how to keep both her and the children safe while on outings. The childminder holds a paediatric first-aid qualification and ensures that the first-aid kit is maintained.

What does the setting need to do to improve?

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

- use mathematical vocabulary to strengthen children's knowledge of mathematics even further
- build effective partnerships with other settings that children attend, to support continuity in children's learning and development.

Setting details

Unique reference number	2618869
Local authority	Camden
Inspection number	10280864
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
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 2021. She lives in West Hampstead in the London Borough of Camden. The childminder works Monday to Thursday from 9am to 5pm, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector

Laura Coletti OBE

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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