

Childminder report

Inspection date: 18 June 2024

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

The childminder provides a safe and welcoming environment for children. She has carefully considered how to use the space available to provide opportunities to engage and excite children. For example, a small balcony is fully utilised to grow vegetables with children and offer water play. The childminder has strong bonds with children and is quick to offer reassurance and support throughout the day. Her warm and engaging nature supports children to feel secure and valued.

The childminder has a good understanding of how young children learn and prioritises development in the prime areas. She is particularly skilled at developing children's language skills. She constantly models language and new vocabulary. For example, when children identify a strawberry in a book, she builds on this by describing the strawberry as 'red' and 'juicy'. The childminder carefully plans and prepares activities based on children's interests and next steps.

The childminder is consistent in her expectations and ensures that children respond to her instructions. She models and encourages good manners, reminding children to say 'please' when making a request. The childminder offers plenty of praise and encouragement throughout the day, which supports children to develop their self-confidence.

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

- The childminder knows the children in her care very well and can talk about their interests and next steps. She has secure relationships with children, and interactions are consistently warm and supportive. For example, young children sit happily next to the childminder as she reads books and sings songs with them. Children clearly feel safe and secure in the childminder's care.
- The childminder offers a range of activities throughout the day and is clear about the learning intentions behind each activity. For example, she explains that children are developing their fine motor skills as they use glue sticks during a creative activity. However, there are occasions when activities are too heavily led by the childminder. For instance, she tells children where to stick things or even glues things for them on their work. This limits children's creativity and enjoyment of the activity.
- The childminder is aware of the importance of developing children's self-care and independence skills. However, she sometimes does too much to help children. For example, children are encouraged to cut their fruit up for themselves. They show enjoyment and perseverance as they attempt this task, but the childminder takes over too quickly to 'properly' cut up the fruit. Children are not given enough time to carry out tasks by themselves and experience success independently.

- The childminder promotes good hygiene practices. For example, she teaches children to wash their hands before they eat and to brush their teeth after lunch. The childminder offers a range of healthy snacks and meals. She provides opportunities for physical play, for example through visits to local parks. This supports children to develop their gross motor skills and develop healthy habits from a young age.
- The childminder builds positive relationships with parents. She shares regular observations, sending photos and videos to parents throughout the day. This offers parents reassurance about their children's care and keeps them informed about their learning and development. The childminder shares valuable feedback about what children could work on at home to further support their progress. Parents comment that their children have made excellent progress since attending the childminder's setting, particularly with their language development.
- The childminder is a committed and passionate childcare professional. She demonstrates a secure understanding of her responsibilities to keep children safe. For example, she talks about how she prioritises the safety of children as she takes them on daily trips around the local area. She also takes children to local playgroups to enable them to build their confidence and social skills in other environments.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- consider how to balance adult-led activities with enabling children to follow their interests and make choices about how they wish to play and learn
- give children more time to develop their independence skills during self-care routines and planned activities.

Setting details

Unique reference number	2642303
Local authority	Camden
Inspection number	10347099
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	2 to 2
Total number of places	3
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered with Ofsted in February 2022 and lives near Mornington Crescent, in the London Borough of Camden. She operates all year round from 8am to 6pm, Monday to Friday. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Nicola Baker

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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder talked to the inspector about her curriculum and what she wants children to learn.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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