

Childminder report

Inspection date: 26 March 2025

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 happily run into this setting as they arrive. They are warmly welcomed by the friendly and kind childminder. After a detailed handover from the parents, she enthusiastically talks to them about their day ahead. Daily trips to local groups, the park and the zoo support children to gain confidence outside the setting. This helps them manage new situations and build relationships with other children and adults.

The responsive childminder listens to the needs and wishes of children. She skilfully adapts activities when she notices their levels of engagement are dropping. For instance, during story time she introduces animals from the book for them to play with. She extends children's attentiveness by discussing the different animals they have. Children's individual choices are listened to as they plan together where they will visit that day. The childminder plans a curriculum that ensures children learn across all areas of learning.

The childminder promotes her core values in everything she does. She has high expectations for children's behaviour and supports them to be kind, happy and know their own worth. For example, she praises kind gestures they show to one another and creates an environment where even small achievements are celebrated.

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

- Communication and language development is promoted throughout the setting. The childminder continually role models key language skills by engaging children in interesting conversations, stories and relevant songs. For example, singing the 'Five Little Ducks' song while children explore ducks in the water tray. Young children join in singing 'quack, quack, quack' as they find a duck. Children respond well to the childminder and their language development has progressed well from their starting points.
- The childminder knows her children very well. Activities are planned through careful observation of what children like to do. She extends and develops their skills and knowledge by providing toys that she knows will excite and entertain them. For example, children explore the interesting patterns the wheeled vehicles make in the paint. The childminder models mathematical language, such as numbers, shapes and sizes, as they play. Children demonstrate high levels of engagement in these activities.
- The childminder's patient and calm manner helps settle children when managing difficult emotions. Children learn to play with one another and respect each other's boundaries. The childminder supports children to build meaningful relationships with their peers. However, on occasions, she uses strategies to manage children's behaviour that are not developmentally appropriate for all

children.

- The childminder has completed essential training, such as first aid, and is able to reflect on the impact of the training she receives. For example, she attended training on understanding the needs of neurodivergent children. Following this training, the childminder implemented new strategies and ideas into her practice which have a positive impact on the children. The childminder works closely with other childminders in the area, helping children to build new friendships and practise their social skills.
- Parents and carers appreciate how well cared for their children are with this childminder. The daily feedback makes them feel included in their child's time at the setting. They comment on how well supported they are and the bespoke settling-in process she offers. They explain that the childminder is organised, warm and approachable and they love the range of activities that the children have access to.
- The childminder prepares children ready for their move to the next stage of learning, such as school. She supports children so that they are independent, confident and are able to wait for their turn. However, the childminder does not consider ways of sharing information around children's development with their next setting to support this transition even further.
- The childminder cares deeply about the children she looks after. She promotes healthy lifestyles for all children. She ensures children have access to nutritious food while in her care and are given daily opportunities to exercise their bodies. Children learn how to manage their own self-care routines, such as washing their hands and drinking plenty of water.

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:

- build on existing knowledge of children's development to consistently use age-appropriate and positive strategies as part of managing children's behaviour
- enhance the arrangements for two-way sharing of information with other settings to support transitions for children.

Setting details

Unique reference number	2691024
Local authority	Camden
Inspection number	10376332
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	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Gospel Oak in the London Borough of Camden. She operates weekdays, between 8am and 6pm, all year except for bank holidays and family holidays.

Information about this inspection

Inspector

Rivka Bick

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and the children.

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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