

# Childminder report

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Inspection date: 3 April 2025

| <b>Overall effectiveness</b>                 | <b>Outstanding</b> |
|----------------------------------------------|--------------------|
| The quality of education                     | <b>Outstanding</b> |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Outstanding</b> |
| Overall effectiveness at previous inspection | Not applicable     |

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children are greeted by the extremely kind, knowledgeable and nurturing childminder and her assistants. They arrive with absolute confidence and excitement as they wave to their parents and run in the door. Children are consistently absorbed in their play and learning. The childminder uses her expertise in how children develop to identify exactly what they need to learn next. She plans the curriculum around their interests to engage and motivate them. The childminder has built secure and trusting relationships with the children, and their well-being is always prioritised.

Children especially enjoy spending time outdoors. They confidently use mathematical language as they explore shapes and dig in the mud kitchen. They talk about the wildlife they have seen at the sensory garden and allotment. They enthusiastically look for the butterflies they have helped nurture. When the children talk and ask questions, the childminder listens very carefully. She makes sure she responds to each individual child, so they know they are all valued and heard. The childminder and her assistants are excellent role models. They explain clearly and talk to children throughout their play. Children behave very well and develop high levels of emotional well-being. The childminder expertly supports children to contribute to caring about each other and the environment. Children are fully on board when they are each given a task to help organise the outdoor area. They delight in the acknowledgement they receive on completion and show that they understand the value of this as they then repeat this independently throughout their play.

The childminder has high expectations for every child, including those with special educational needs and/or disabilities, so that all children can reach their full potential. She plans her curriculum with attention to detail. This means children have learning experiences that invest in and fully support them, including for their transition to school. The childminder involves parents in every aspect so that they can support each other with each child as the absolute priority.

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

- The childminder expertly introduces new vocabulary into learning so that children can become highly confident communicators. She uses innovative visual aids and props that make stories and circle time fun. She brings children's favourite stories to life by modelling and sharing experiences with children. She gives children time to respond to questions and information, so they can process what they have heard. She encourages and values each child's contribution. This enabling approach alongside complete recognition with exceptional reinforcement and praise from the childminder and her assistants helps children

to have an excellent approach to their learning.

- The childminder uses her extensive knowledge to plan activities. She completes robust assessments in partnership with parents, such as progress checks for children aged between two and three years. The childminder and her assistants know each child exceptionally well. They fully incorporate children's stages and interests to make sure that children can fully achieve their next steps in learning.
- The childminder makes sure that all areas used for children are clean, organised and assessed for risk so that children can access resources independently and safely. She teaches children how to manage their play and self-care needs while developing confidence in their own abilities. At snack and lunchtimes, children sit together and serve themselves. They show consideration for their friends, talking about the healthy foods that are their favourites. They engage in meaningful conversations about the people who are important to them and smile with delight as they invite the childminder to get into their suitcase to join them on the trip they are about to go on with their parents.
- The childminder plans exciting and varied outings with a clear understanding of the absolute benefits these bring to everyone's physical and mental well-being. Children explore and develop a deeper understanding of the world. They visit places of interest, including the city farm, London Zoo and museums. During outings to the sensory garden and park, children are delighted as they negotiate the space, climbing and running around freely with complete confidence. The childminder and her assistants are highly attentive to each child. Children show they feel extremely secure as they build on their emotional resilience and independence.
- The childminder's assistants are highly valued. They say that they feel supported both professionally and personally by the childminder. They work extremely closely with the childminder to be consistent in their approach. They plan for continuing professional development through quality and well-researched training and evaluation processes. They clearly assess what works well within the setting and what could be improved, with children's interests at the very heart of everything they do.
- Parents speak extremely highly of the childminder and her assistants. They fully appreciate their kind and responsive approach. They share how exemplary the childminder is in providing a curriculum that fully supports their children's development. They say communication is excellent and that provision provided is tailored individually while encouraging a community support that is highly valued.

## Safeguarding

The arrangements for safeguarding are effective.

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

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2696376                                                                           |
| <b>Local authority</b>                             | Camden                                                                            |
| <b>Inspection number</b>                           | 10372273                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 8                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2022. She lives in Belsize Park in the London Borough of Camden. She cares for children all year round except for bank holidays and family holidays. The childminder works with two assistants and holds a recognised childcare qualification at level 3.

## Information about this inspection

### Inspector

Catherine Greene

### Inspection activities

- The childminder completed a learning walk with the inspector and discussed the early years curriculum.
- The children communicated with the inspector during the inspection.
- The inspector talked to the childminder and her assistants at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector carried out a joint observation with the childminder during an outing to the park.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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