

Childminder report

Inspection date: 15 November 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder is welcoming, kind and caring. She builds strong and positive relationships with children. Children often share a hug with the childminder as they celebrate achievements. The childminder knows children very well and plans activities to nurture their interests and inspire their learning. Children are keen learners who happily join in with activities provided. For example, they explore with natural materials and animal figurines and learn about the behaviour and habitats of different animals. Children also partake in imaginary play as they act out being cats and tigers.

The childminder designs a broad curriculum based on children's interests and what they need to learn next. She follows children's lead and supports their development by skilfully sequencing their learning. This leads to all children making good progress from their starting points in their learning. This includes children with special educational needs and/or disabilities.

Children behave very well. The childminder is a positive role model of expected behaviour. She reminds children of her expectations when they forget. For example, on occasion, when children take toys from others, she gently reminds them of the rules for sharing and turn-taking. There are clear rules, boundaries and routines in place and children respond promptly to instructions, such as when asked to tidy up the toys. The childminder creates an environment where children feel safe and secure.

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

- Communication and language support is a strong focus for the childminder. Children confidently and enthusiastically talk to the childminder throughout the day. She regularly introduces new words and provides children with narratives. This leads to all children gaining good linguistic skills. This includes children who speak English as an additional language.
- The childminder supports children's love for books. Children show interest in books as they listen to familiar stories being read to them. They often explore books independently and choose their favourite stories to retell.
- The childminder assesses children's development when they first start. She seeks the knowledge that parents have about their children's learning. This enables her to quickly determine what children already know so she can build on this without delay. The childminder uses some ways to communicate with staff at other settings children also attend. However, this is not yet fully embedded to effectively support a shared approach to children's learning.
- Overall, children develop a good understanding of how to lead a healthy lifestyle. For instance, they benefit from plenty of outdoor play and exercise and are

encouraged to make healthy food choices. The childminder reminds children to wash their hands before meals. However, she does not encourage them to develop an understanding of the link between good hygiene and good health, to further support their learning.

- The childminder helps children to develop the small muscles in their hands in preparation for early writing. Children hold pencils with a firm grip as they draw. They use their fingers to pick up small objects such as stones and sticks.
- The childminder teaches children early mathematical concepts in preparation for their next steps in their learning. For example, she supports children to count and recognise numerals. Children also learn the vocabulary associated with shape and size.
- The childminder uses the local area well. She takes children on regular visits to local parks, playgrounds and shops. These activities promote children's understanding of the world around them and enhance their learning.
- The childminder has age-appropriate expectations for children's behaviour and recognises the developmental connections between a child's age and how they behave. The childminder reinforces kind behaviour and good manners as she praises children for saying 'please' and 'thank you'.
- The childminder encourages children to make decisions about what they would like to do. For example, she asks children what they would like to do next. Children develop confidence and self-esteem as they learn that their views are valued.
- The childminder is reflective about her provision. She knows how important regular training is and takes part in professional development opportunities. She shares her knowledge of child development with other childminders through mentoring programs.
- The childminder has forged positive relationships with parents and grandparents. She speaks about the importance of the communication and of being a support for the whole family.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe. She knows the signs that may indicate children are at risk of harm. The childminder understands her duty to refer any concerns to the appropriate agencies. She keeps her safeguarding knowledge up to date. The childminder provides a safe environment for children. She conducts regular checks to ensure that her home is free from hazards. Children take part in regular fire drills. This ensures they know what to do in an emergency.

What does the setting need to do to improve?

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

- establish closer relationships with other settings that children attend to provide children with even greater consistency in their learning
- continue to support children to understand the links between good hygiene and good health.

Setting details

Unique reference number	EY242490
Local authority	Camden
Inspection number	10314486
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 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	19 July 2019

Information about this early years setting

The childminder registered in 2002 and lives in the London Borough of Camden. She operates Monday to Thursday from 8.30am to 6pm, all year round. The childminder is qualified to level 3 in childcare and education.

Information about this inspection

Inspector
Agnes Wink

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 her provision.
- The inspector observed interactions between the childminder and the children and considered the impact on learning.
- The childminder shared a sample of documents with the inspector. This included risk assessments.
- The inspector spoke to carers and children and took account of their views.
- The childminder showed the inspector around the areas of her home used for childminding and explained her intentions for children's learning.

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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