

Childminder report

Inspection date:

3 June 2025 - 23 June 2025

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

Children have formed strong, meaningful bonds with the childminder. They are content and relaxed in the childminder's home. Children's behaviour is good. The childminder shows a positive and caring attitude towards the children. This helps them to feel safe and secure. The childminder recognises and responds to children's care needs, for example when they are getting hungry or tired. Children climb onto her lap for a cuddle when they need comfort or reassurance. They sleep when they need to, snuggled in soft blankets or in safe cots.

The childminder knows the children well and can explain what she wants them to learn. She interacts positively with children as they play. For example, she models some language to promote children's communication skills. Overall, this supports their speech development well. However, there are times when children could have more time to think about how to respond to a question or request. For instance, when playing with farm animals, the childminder asks children to identify animals by the sound they make or by name. Occasionally, these questions are asked quickly one after another. However, this is a minor occurrence and does not reduce the quality of education overall.

The learning environment is well set up with resources and equipment that are specially chosen to meet the interests and learning needs of the children attending each day. Children engage well with this and demonstrate a positive attitude towards their learning because the environment is interesting and exciting for them.

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

- The childminder gathers key information about children before they start. This includes a basic overview of what children already know and can do. Parents express their satisfaction with the care provided for their children. They offer praise for the childminder's 'wonderful heart'.
- Children with special educational needs and/or disabilities (SEND) receive good levels of support. The childminder works closely with other agencies to build on the skills all children have and support them even further to develop across the seven areas of learning. The childminder has a particular strength in developing communication and language skills in children where there are some delays in this area. For example, she engages in meaningful interactions with children, encouraging them to respond in a conversational style. As such, even though some children have not yet developed the language skills to verbally express words to the childminder, they already understand the concept of turn-taking in conversations.
- The childminder is a positive role model and promotes children's good behaviour.

She helps all children, including those with SEND, to respect the resources. The childminder tailors her approach to individual children to support their understanding of what is required of them. The childminder knows that some children need time to calm and balance their emotions independently before discussing what happens next. She recognises when others need a cuddle and support before helping them to move on to the next thing.

- Children's personal development is central to the childminder's approach to learning and development. She takes proactive steps to support children to understand and be ready for life changes that are coming up for them. For example, she introduces dolls, pushchairs and baby care routines when children are due to experience a new baby in the home.
- The childminder helps children acquire some skills that help them prepare for school or the next stage in their education. For instance, she supports children with toilet training and being confident to carry out their own personal care routines, such as eating, drinking and wiping their own noses.
- The childminder focuses on her own professional development. She has accessed a range of face-to-face learning opportunities, taken advantage of support from the local authority and has undertaken her own research into how best to support the children she cares for. However, she does not fully utilise this new information to build even further on the already good quality of education in the provision.

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 interactions with children to provide even more time for them to think about their responses
- make even further use of the professional development opportunities accessed to build upon the already good quality of teaching.

Setting details

Unique reference number	EY254960
Local authority	Camden
Inspection number	10380841
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	0 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	26 June 2019

Information about this early years setting

The childminder registered in 2003. She lives in the Kilburn area of the London Borough of Camden. The childminder offers flexible hours between 7am and 5pm, Monday to Friday, all year round. She also provides occasional overnight care.

Information about this inspection

Inspectors

Elizabeth Shack
Danny Lydon-Williams

Inspection activities

- The inspection started on 3 June 2025. Inspectors returned on 23 June 2025 to gather additional evidence in line with 'Ofsted inspections and visits: Deferring, pausing and gathering additional evidence' policy.
- Discussions were held with the childminder to consider the childminder's knowledge, understanding and procedures.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of parents' views.
- The childminder spoke to the inspector about how she supports children with SEND.

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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