

Childminder report

Inspection date:

12 November 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are settled in the childminder's care. They form secure attachments with the childminder and begin to build relationships with other children. Children seek out the caring childminder for reassurance and climb onto her lap for a cuddle before going back off to play. They demonstrate they feel safe and confident when they show visitors their toys and tell them about what they are playing with. Children have free access to the resources, which means that they can make some choices about their play. For instance, they play with dolls and pretend to put them to sleep or feed them.

The care routines for children are consistent and support their needs. Children follow the rules and routines in the setting independently. For example, the childminder announces that it is time for snack and children stop their play to climb the stairs and wash their hands in the bathroom sink. The childminder promotes independence in young children through offering opportunities to serve themselves snack and wipe their own noses. Although the childminder understands some aspects of young children's typical development, she does not provide them with an ambitious curriculum that challenges them.

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

- The childminder offers individualised settling-in sessions to support children's transitions from home. She works with parents to understand children's interests, individual needs and starting points. However, this information is not always used to plan engaging activities that build on what children already know and can do. Therefore, the childminder does not support children to make the best possible progress.
- Parents and carers comment that their children are happy when they drop them off and pick up each day. They appreciate the regular feedback they receive and the communication from the childminder. They feel that their children are safe and well looked after in her care.
- The childminder knows the importance of communication and language development in the setting. She interacts with children as they play and shows an interest in what they have to say. She encourages them to talk to each other and to her. Children have access to a range of books and stories. However, the childminder does not always take the opportunity to extend children's vocabulary by modelling new words and phrases as they talk and play.
- The childminder promotes kindness and sharing in the setting. She role models positive relationships and encourages children to have 'gentle hands' when playing together. The childminder is calm and speaks to children with warmth, including when managing their behaviour. Children are polite to one another and patiently wait their turn at snack and mealtimes.

- Healthy living routines are important to the childminder. She promotes healthy food choices and supports children to manage their own hygiene practices. Children visit their local park on a regular basis, which offers them the chance to climb, run and balance. However, children do not always have daily opportunities to develop their gross motor skills and exercise their growing bodies.
- The childminder's curriculum is not sufficiently focused to fully support children's learning and development. Her knowledge of the early years foundation stage is not consistent. The activities are not planned to support children to improve their learning outcomes and make consistently good progress. Despite this, the childminder offers activities to support children's interests, and they enjoy their play. This helps them to make some progress.
- The childminder does not have effective arrangements in place for her own professional development in order to raise the quality of education. She has completed mandatory training courses that help her keep children safe. However, she does not ensure that weaknesses in her practice are identified and addressed for her to continually deliver high-quality learning experiences for children.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
target training and professional development to improve knowledge and skills needed to provide good-quality learning experiences for children in all aspects of learning and development.	26/11/2024

Setting details

Unique reference number	EY272080
Local authority	Camden
Inspection number	10355284
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	1 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	23 November 2018

Information about this early years setting

The childminder registered in 2003. She lives in West Hampstead, in the London Borough of Camden. The childminder operates her service Monday to Thursday from 8.30am to 5pm, for most of the year. She holds an early years qualification at level 3.

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 inspector observed the quality of education being provided 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.
- Parents shared their views of the setting with the inspector.

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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