

Childminder report

Inspection date: 28 July 2025

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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

The childminder provides a varied and interesting environment for children to explore. She knows, and caters for, each child's interests. The childminder ensures that children are aware of her high expectations and promotes positive behaviour. She engages warmly with children and ensures they settle well. Children are confident, happy and secure in her care.

Children's learning is supported well by a broad range of activities linked effectively to the curriculum. The childminder engages children in conversation by asking questions as they play. She reads lots of stories to children and ensures that they have access to a wide range of books. Children happily settle down on cushions to browse through their favourite stories and develop a love of books. The childminder observes children's mood carefully and will ask children how they are feeling. She teaches children the names of different emotions and reads stories to help children to understand them. The childminder asks children how baby dolls are feeling as they take part in pretend play and children say that they are 'happy'. The childminder keeps track of children's progress, plans activities to meet children's needs and provides extra support where needed. She values each child highly and all children make good progress in readiness for school.

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

- Children happily put clothes on dolls during pretend play and use those learned skills to try to dress themselves. When they arrive at the childminder's home, older children remind younger ones to put on their indoor slippers, which they confidently do. At snack time, children carefully cut up strawberries to eat and they have good independence skills.
- The childminder supports children's mathematical skills effectively, for example, by using comparative words, such as 'big' and 'little'. As children concentrate on puzzles, she teaches them how to identify colours and shapes. Children confidently count the number of objects in a story and the childminder teaches them simple addition by adding 'one more'.
- Parent partnerships are strong. The childminder shares information about children's development with parents regularly. Parents share information about their child's current interests and skills with the childminder, who uses this information to shape her practice. This helps to promote best outcomes for children.
- The childminder understands what she needs to do to seek support for children with special educational needs and/or disabilities. She will discuss any concerns about children with their parents and understands the role of the the local authority special educational needs coordinator. She understands the role of health professionals involved in a child's life and is willing to work closely with

them to promote best outcomes for children.

- The childminder teaches children why they need to keep their teeth and gums healthy by reading stories about oral hygiene. Children enjoy practising toothbrushing skills on toy dolls and gain a good awareness in this area.
- The childminder helps children to gain an understanding of the world in interesting ways. For example, she shows children pictures of themselves as babies and how they are now, to teach them about how people age. She helps them to understand how things grow as children water indoor plants regularly. They enjoy learning about animals, and how they live, by going on farm visits with the childminder.
- The childminder promotes children's understanding of healthy lifestyles. She provides fresh fruit snacks and stores children's packed lunches suitably. The childminder teaches children the names of different fruits and vegetables and explains how they help our bodies. Children get out in the fresh air daily, and experience physical challenges, as the childminder takes them on trips to the local park.
- Children enjoy using tools and materials to make pictures. For instance, they concentrate well as they colour in pictures of butterflies with brightly coloured paint. However, regular opportunities for children to explore musical sounds and different musical instruments are not fully developed.
- On some occasions, children learn to share resources, such as paint pots during creative activities. However, at times, the childminder forgets to reinforce children's turn-taking skills. For instance, during a group game, some children do not wait their turn and more focus is needed in this area to support children's social development.

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:

- enhance knowledge of how to support children's creative development more fully, particularly in relation to exploring musical instruments
- strengthen the delivery of the curriculum by providing more ways to develop children's turn-taking skills, to support their personal and social development.

Setting details

Unique reference number	EY272080
Local authority	Camden
Inspection number	10379063
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	12 November 2024

Information about this early years setting

The childminder registered in 2003. She lives in West Hampstead, in the London Borough of Camden. The childminder provides care for children from Monday to Friday, from 8am to 5pm, all year round and is closed on public bank holidays. She accepts government funding for childcare places. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector
Jenny Beckles

Inspection activities

- The childminder talked to the inspector about how she organises her provision and her curriculum as the inspector viewed the premises.
- The childminder carried out a planned activity and evaluated this with the inspector.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector viewed some documentation and held a discussion with the childminder.

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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