

Childminder report

Inspection date: 30 January 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	Met
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What is it like to attend this early years setting?

The provision is good

Children are extremely happy in the care of this warm and attentive childminder, who supports their personal and emotional needs well. Children who are settling in quickly develop a very strong bond with the childminder. For example, they immediately go to her when they are upset and need emotional support. The childminder cuddles and reassures children, talking to them about how they are feeling. This helps children to feel secure and confident.

The childminder plans a curriculum that focuses on supporting children's individual needs and interests. She chooses resources that are engaging to children. All children make progress in their learning, particularly the youngest and those with special educational needs and/or disabilities (SEND). The childminder understands the importance of observing and assessing children on an ongoing basis. She uses the information that she gathers to address any gaps in children's learning and development and to plan their next steps in learning.

Children are very independent, and their behaviour is good. They learn how to look after themselves and to show respect and consideration for others and their environment. For example, children are encouraged to help to tidy away their toys when they have finished playing with them. They know to let the childminder know when they are hungry or need to be changed.

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

- The childminder has a good understanding of how young children learn and develop. She focuses on the prime areas of the early years foundation stage. The childminder equips children with the important basic skills that they need when they move on to the next stage in their education.
- The childminder provides resources and activities that stimulate children and build on what they already know. However, she does not consistently support some of the areas of learning. Therefore, children do not have enough opportunities to develop their skills in these areas.
- The support for children's physical development is a strength in this setting. Children go on daily visits to the park and playground. Here, they have lots of opportunities to develop their large-muscle skills. Babies are encouraged to stand and take their first steps, ably supported by the childminder, who praises their efforts.
- Support for children with SEND is good. The childminder works closely with parents and other agencies involved in their care. She makes sure that she understands children's specific needs and supports them effectively.
- The childminder's communication and language teaching is good. She talks to children all of the time, asking simple questions and encouraging them to

respond to her. The childminder regularly shares books with children and sings rhymes and songs to further develop their language skills.

- Children develop their early mathematical knowledge. The childminder frequently exposes children to numbers, colours and shapes during planned and everyday activities.
- When the childminder works with babies, they make good progress. She intervenes and supports their play effectively. For example, when babies show an interest in stacking rings on a wooden stick, she takes turns with them. The childminder showing babies how to carefully manoeuvre the rings into place. However, she does not always extend older children's learning as effectively. Therefore, some children do not make as much progress as they are capable of.
- Children are taken on regular visits to the library and local stay-and-play groups. This provides opportunities for them to interact with other children and to further develop their personal and social skills.
- Children's settling-in procedures are good. The childminder discusses children's care needs and interests with parents before their children start. This helps her to plan familiar activities to engage children, which supports their transitions and helps them to feel emotionally secure.
- Partnerships with parents are good. Parents receive daily updates about their children's care and learning experiences. They appreciate the ideas the childminder gives them to support their children's learning at home. They comment positively on her caring and nurturing approach.
- The childminder is reflective about her setting. She knows what she does well and what could be improved. The childminder seeks advice and support from other agencies, when required, to develop her teaching practice. She understands the importance of regular training to update her teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her safeguarding responsibilities. She knows what to do if she has any concerns about a child's welfare and acknowledges the importance of taking prompt action to help protect children. The childminder attends regular training to ensure that she remains up to date with safeguarding requirements and any changes in legislation. She supervises children very well and ensures that her home is safe and risk free. For example, the childminder carries out regular risk assessments, which help her to identify and remove possible hazards, to keep children safe. She has all the required documentation and records in place.

What does the setting need to do to improve?

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

- plan the curriculum to cover all areas of learning, to provide children with a broad and balanced learning experience
- consider how older children's learning can be further extended, to ensure that their skills improve and they always make good progress.

Setting details

Unique reference number	EY280290
Local authority	Camden
Inspection number	10234783
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	3
Date of previous inspection	9 March 2017

Information about this early years setting

The childminder registered in 2004. She lives in the London Borough of Camden. The childminder operates throughout most of the year, from 9am to 5.30pm, Monday to Friday. She provides funded early education for two-, three- and four-year-old children. She holds a childcare qualification at level 2.

Information about this inspection

Inspector

Paul Church

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 the childminder.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The inspector completed a learning walk to discuss the childminder's intentions for children's learning.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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