

Childminder report

Inspection date: 4 October 2019

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

The childminder provides a warm and welcoming environment in this busy family home. Children have fun and enjoy the time they spend with the childminder and her family. Children are happy, settled and confident in the childminder's care. They have plenty of space to move and are eager to explore the wide range of age-appropriate resources and activities. Young children make choices about their play, which supports their growing independence well. The childminder is caring and gets to know children exceedingly well. They form close attachments with her. Children demonstrate that they feel safe and secure. They come to the childminder if they need a reassuring cuddle and are keen to share experiences with her. Children are well behaved. They listen to what the childminder is saying and respond appropriately. The childminder gives children plenty of praise and encouragement, which helps to boost their self-esteem and confidence. She has high expectations and supports children's learning well by following their interests. A new system of observation and planning is not yet fully established. Nevertheless, the childminder assesses and monitors children's development and gathers information from parents to establish starting points.

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

- The childminder is well organised and professional, which underpins her practice exceedingly well.
- Children develop well in the warm, welcoming and stimulating environment, which is carefully organised to support every child's learning and development. For example, children are currently fascinated by animals, so the childminder has visited the local farm and the zoo. She supports this interest further with activities in her home, including providing a toy farm and books about animals.
- The childminder assesses and monitors children's development and uses this to plan for future activities. She has recently reviewed how she observes and plans for activities. However, this new system is not yet robustly integrated into her practice in order for children to make rapid progress in their development.
- The childminder reflects on her practice and evaluates the effectiveness of her setting. She makes plans to improve her setting for the benefit of the children in her care. The childminder has a strong bond with the local authority adviser, who supports her practice well. The childminder uses her own online research, training and meetings with other childminders to share good practice and develop her knowledge and skills further. This helps to contribute to the good learning environment and children's ongoing good progress.
- The childminder is ambitious for all children. She uses gentle reminders and explanations to reinforce the house rules around good behaviour. This contributes to children behaving well and having a positive approach to what is asked of them.

- The childminder places a strong focus on promoting children's language skills. She plays alongside children and encourages them to repeat new words, such as the names of farm animals as they play with the farm. She skilfully uses questions to extend their communication skills and encourage them to express their own ideas. The childminder reads stories and sings favourite songs with the children, who join in and dance.
- Children benefit from the range of outings they attend in the local area and wider community. They have regular opportunities to socialise with other children and adults, which helps to support their social development well. Children are developing a strong sense of themselves and they learn about the differences between people and their communities.
- Children have opportunities to develop their physical skills. They visit playgroups, local parks and playgrounds and use the large play equipment. This contributes to them leading a healthy lifestyle.
- The childminder has positive relationships with parents. There is a good exchange of information between home and the setting. The childminder regularly shares updates with parents about their children's learning and development.
- Children learn about good hygiene practices. For instance, they sit at the table to eat their snack and wash their hands after messy play.

Safeguarding

The arrangements for safeguarding are effective.

Children are kept safe at the setting because the childminder is vigilant and supervises them well at all times. She ensures that her home is suitable and well prepared before children arrive. The childminder identifies and minimises any potential risks to children's safety through daily risk assessments. The childminder knows how to identify the signs that a child may be at risk from harm. She follows local reporting requirements and regularly refreshes her safeguarding knowledge through training.

What does the setting need to do to improve?

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

- continue to strengthen how observations and planning are used to build on existing learning opportunities for children.

Setting details

Unique reference number	EY286531
Local authority	Camden
Inspection number	10104482
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	11 April 2016

Information about this early years setting

The childminder registered in 2004. She lives in Kentish Town, in the London Borough of Camden. The childminder currently operates Monday to Friday, from 8am until 6pm, all year round. She holds an early years qualification at level 2.

Information about this inspection

Inspector

Anna Hindhaugh-Feldman

Inspection activities

- The inspector viewed the areas of the childminder's home that she uses for her practice.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The childminder and the inspector completed a joint evaluation of an activity and a learning walk, in order to understand the effectiveness of the curriculum and how it is organised.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.

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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