

Childminder report

Inspection date: 9 January 2020

Overall effectiveness	Good
------------------------------	-------------

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 settle well into the childminder's warm and homely learning environment. They build secure attachments with the childminder. This helps them to feel safe and happy in her care. The children know the routines and expectations of the childminder. They are confident to say what they would like to play with and the childminder responds with eagerness. The children help with the task of finding the resources and know how to carry things safely. For example, the children use perseverance as they bring a large box of toys to the playroom. The childminder helps them to believe they can succeed in their achievements. Children climb into an empty box and imagine that they are playing in the park. They are having fun and learning.

The childminder has high expectations of what the children know and can do, to prepare them for the next stage of learning. For example, children are supported to manage their behaviour and they are gradually developing an awareness of other people's feelings. The childminder gently reminds them about sharing resources and being tolerant of each other. They know to tidy away the toys to prevent accidents. They demonstrate excellent levels of independence and manage their self-care needs very well.

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

- The childminder enjoys having meaningful conversations with the children. She listens carefully, repeats words and will ask simple questions so children can understand. They enjoy reading favourite books together. The children talk about what they have done at home and where they have been on holiday. This helps the children to recall past events and to talk about their experiences. The childminder encourages mark-making using different pens, pencils and paint. She incorporates mathematical learning in activities, as children count the blocks to make a tall tower and talk about the shapes they see. However, sometimes there are missed opportunities to build on children's ideas within everyday activities to challenge thinking and develop their communication and language even more.
- The childminder has a very good relationship with the parents. Parents comment that they are well supported and that children feel completely at home with the childminder. They are kept informed about their children's development through a range of ways, including messaging services and verbal feedback. A good two-way flow of information between home and the setting provides consistency in children's development.
- The childminder makes good observations and comments about children's learning. She uses her skills to identify what the children need to learn next. She plans trips to incorporate children's interests, such as to museums and to the

local farm to increase knowledge and understanding of the world around them. Children develop skills that they need for their future learning, such as developing independence and being self-reliant.

- The childminder promotes a healthy lifestyle. She believes that it is important to encourage children to be physically active. They play music while the children dance and do action rhymes together. They visit the park very regularly and go on walks around the local area. The childminder enjoys being part of the community and organises fun runs to raise money for charity, and encourages past families to participate. She celebrates festivals from around the world to develop children's knowledge about different cultures and diversity.
- Children sit together at the table for nutritious meals and snacks prepared by the childminder. When parents choose to supply meals, they are fully supported to ensure that they give healthy choices.
- The childminder keeps up to date with her professional knowledge and skills. She participates in childminder forums and looks online for development opportunities. She listens to the views of early years professionals and takes their advice to improve children's care and development. She reflects on her service and would like to study for further qualifications in the future, to enhance her practice even more.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of signs and symptoms that may indicate abuse to children. She knows who to contact should she have any concerns about a child's welfare. The childminder talks confidently about her policies and procedure and how these help to keep children safe. Parents have copies to read to keep them informed. The childminder's home is clean and well maintained and she takes effective action to ensure any hazards to children are minimised. She makes the children feel aware of fire safety and has visited a fire station. She has a fire evacuation procedure to keep children safe.

What does the setting need to do to improve?

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

- build on and adapt children's ideas within everyday activities, to help challenge their thinking and to extend speaking and listening even further.

Setting details

Unique reference number	EY310086
Local authority	Camden
Inspection number	10073547
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	12 February 2016

Information about this early years setting

The childminder registered in 2005. She lives in the London Borough of Camden. She operates on Monday to Friday from 7.30am until 6.30pm, all year round. She holds a relevant qualification in childcare at level 3.

Information about this inspection

Inspector

Linda Lockie

Inspection activities

- The childminder and the inspector completed a learning walk across the areas that children use, to understand how the early years provision and the curriculum are organised.
- The childminder and the inspector carried out a joint observation.
- The inspector spoke to the childminder about her knowledge of child protection and the procedures to keep children safe.
- The inspector held discussions with the childminder and the children at appropriate times throughout the inspection.
- The inspector looked at a sample of relevant documents and records required for the safe and effective management of the provision.
- The inspector spoke to parents about the childminder's service and what she provides.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020