

Childminder report

Inspection date: 16 June 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	Good
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What is it like to attend this early years setting?

The provision is good

Children form close bonds with the kind natured childminder. They are warmly welcomed into her homely setting, where they receive good-quality care and education. Children happily approach the childminder for cuddles and enjoy sitting close to her when she reads stories. Favourites include 'The Tiger Who Came to Tea', which promotes pretend play and a tea party, developing both expressive and creative arts, a love of books and enjoyment of reading. There are firm routines in place, which help children know what is happening next. For example, when the childminder announces it is time for snack, children readily enter the kitchen to wash their hands. This helps to prepare children for their eventual move to school. Rich outdoor learning experiences are a key focus. The childminder organises daily activities, such as trips to local library, parks and soft-play settings. This helps children to learn about the world around them and socialise with a wider group of children. The childminder prioritises children's emotional and physical well-being by providing them with opportunities to run, jump and climb in the fresh air. Overall, children's behaviour is good. The childminder has a sensitive approach to supporting children's conduct. For instance, she calmly explains the reasons behind her rules, such as why it is important to treat others with respect and kindness. In this way, her intentions are to help children develop an awareness of their own emotions and how their actions can affect others.

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

- The childminder regularly reflects on her provision. She attends local authority training to further enhance her skills and knowledge. She is keen to make continual improvements to the service she provides for children. She realises that developing and improving her own knowledge and understanding will provide her with valuable insights into the different ways that children learn.
- The childminder regularly assesses children's development. She incorporates this information to pinpoint the next steps in each child's learning journey. Young children confidently explore the environment. The childminder seamlessly integrates speech and language development, in both English and French, into every aspect of learning. For example, when children show an interest in animals, she ignites their curiosity and encourages them to name and describe different animals. Children show delight as they articulate their thoughts through expression and dance movements, hopping and jumping like frogs. They take pleasure in making different sounds as they experiment with new ways to move their bodies. Children's fascination deepens as they immerse themselves in books, expanding their understanding of farm life and animal diets.
- The childminder skilfully models mathematical language and provides meaningful opportunities to embed number knowledge through the daily routines, such as identifying numerals on resources. Children are developing secure early

mathematical understanding and show enthusiasm when engaging in number based tasks.

- Children begin to understand the importance of leading a healthy lifestyle. The childminder engages children in activities, such as role play, to begin to promote their understanding of oral hygiene. She talks to children about the benefits of eating well-balanced food and staying hydrated.
- The childminder supports children to develop a positive sense of identity. For instance, she embeds their cultural backgrounds and festivals into the setting. She treats children as unique individuals and ensures that they have opportunities to hear and share words and songs in their home languages.
- The childminder is a good role model. She sensitively reminds children of the setting rules as they engage in everyday activities and routines. The childminder praises children for their successes, which boosts their confidence and self-esteem.
- Prior to children starting at the setting, the childminder gathers key information from parents to help her identify their child's abilities and care needs. She monitors their children's ongoing development and continues to work closely with parents. Regular daily discussions ensure that children benefit from consistent care and continuity in their learning. Parents are extremely happy with the care that the childminder provides. They praise the childminder's warm and welcoming approach.

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:

- explore and identify professional development opportunities, in order to enhance knowledge and skills for the benefit of both the teaching and the learning.

Setting details

Unique reference number	EY334362
Local authority	Camden
Inspection number	10388210
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	2 to 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	2 July 2019

Information about this early years setting

The childminder registered in 2006. She lives in the Swiss Cottage area in the London Borough of Camden. The childminder operates all year round, from 8am to 7pm, Monday to Friday, except for bank holidays and family holidays. She holds an early years relevant qualification and provides government funded childcare. The childminder provides a pick-up and drop-off service to the local schools.

Information about this inspection

Inspector

Sandra Teacher

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector engaged with the children during the inspection.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request, including her practice as regards safeguarding.

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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