

Childminder report

Inspection date:

7 November 2019

Overall effectiveness	Good
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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

The childminder offers good-quality care and learning in a nurturing, safe and welcoming environment. Children make good progress in relation to their starting points and develop skills that will support their future learning. The childminder follows the children's lead and supports them in making decisions about their play. She provides a wide range of stimulating experiences. She makes regular and precise assessments and adapts her approach to suit children's stages of development and individual needs. This helps children become confident, motivated learners. Children enjoy secure relationships with the childminder. They come to her for a cuddle and reassurance. The childminder effectively supports children's communication and language. Consequently, children are confident communicators and use a wide range of vocabulary.

Children's behaviour is good. The childminder helps them to understand their own feelings and how others are feeling. The childminder is organised and professional. She gathers the views of parents, which she uses to support her evaluation of the quality of her provision. Parents compliment the childminder's good-quality service. Children practice good hygiene routines and eat a healthy range of food. The childminder teaches them about the benefits of a healthy lifestyle. The childminder knows what is expected of children when they start school. She encourages them to socialise with others at groups they attend. They manage small responsibilities, such as tidying away and scraping food off their plates after meals.

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

- The childminder uses the settling-in process to gain a good understanding of children's routines. She finds out what children know and can do and plans challenging experiences to move children forward in their learning. Relationships with parents are strong and based on good communication. They receive regular updates about their children's progress. The childminder shares ideas and suggestions for home learning to support children's continual development.
- Children have plenty of space to play. The main play space is well organised. A good selection of resources is within children's reach. The childminder promotes children's health and well-being effectively. Children are encouraged to develop good hygiene routines. They wash their hands before eating and after nappy changing, and learn about the importance of healthy lifestyles.
- The childminder places high priority on her professional development. She uses a range of methods to help her evaluate and develop her knowledge, skills and the quality of provision to help her enhance her practice.
- The childminder has high expectations of children's behaviour. She speaks kindly to children and encourages them to share and be kind to one another. Children have high levels of respect for each other. They enthusiastically welcome

newcomers on arrival and share their healthy snack. They have good manners and say 'please' and 'thank you' with no reminders. Children take turns in their play and readily share resources.

- The childminder has a good knowledge of the early years foundation stage curriculum and knows how children learn and develop. She provides interesting activities. Children enjoy playing with gel beads in water and the childminder skilfully introduces new vocabulary to support their language development. She describes a bead without colour as 'transparent'.
- The childminder provides a range of opportunities to help children learn about the world around them. She takes them to parks, soft play and playgroups to further develop their knowledge of the wider world and support their social skills. Children develop a secure understanding of others and are respectful of people's similarities and differences.
- The childminder encourages children's love of books. She reads to them and they participate as they use props to act out the story. They cuddle up with the childminder and are silent as they become engrossed in the book. Children are happy and secure.
- The childminder interacts skilfully with children to support their good communication and language skills. She provides an ongoing commentary during play activities, asks questions and names animals, such as sea lion and turtle. Children begin to learn about the concept of time. For example, the childminder holds up 10 fingers and explains they will have their snack in 10 minutes.
- Children are developing their independence and self-help skills. They wash their hands before meals, feed themselves and help tidy away. However, on some occasions, opportunities are missed to develop their independence skills further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of child protections issues. She is confident in recognising signs of abuse and neglect and knows what authorities to contact in the event of such a concern. She has attended all relevant training and keeps herself up to date using online courses that cover wider safeguarding issues. The childminder keeps accurate records of children's attendance. She assesses risks and addresses them quickly, which helps ensure the safety of children in her home and on outings. The childminder ensures that her policies and procedures are robust and kept up to date. Children are well supervised.

What does the setting need to do to improve?

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

- use opportunities as they arise to encourage children to do more things for themselves to develop their independence skills even further.

Setting details

Unique reference number	EY336901
Local authority	Camden
Inspection number	10073701
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	1 March 2016

Information about this early years setting

The childminder registered in 2006. She lives in the London Borough of Camden. The childminder operates on a full-time basis from Monday to Friday for most of the year.

Information about this inspection

Inspector
Janet Tough

Inspection activities

- The inspector completed a learning walk and evaluated an activity with the childminder to understand how the early years provision is organised.
- The inspector spoke to children and the childminder throughout the inspection at appropriate times.
- The inspector spoke to parents to gain their views about the provision.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.

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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