

Childminder report

Inspection date: 2 May 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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder provides a supportive and warm environment. The children feel secure and happy in her home-from-home setting. The childminder has established a close bond with children. She responds to children's needs kindly and praises their achievements. This approach supports children's emotional well-being.

The childminder implements an ambitious curriculum that supports all children to make good progress and develop new skills in all areas of learning as they play. The childminder holds regular conversations with parents to understand children better and know how they are feeling daily. The childminder uses this information to plan accordingly and meet children's changing needs. Parents speak highly about the childminder and express how much they trust her. This contributes to strong parent partnerships and ensures children's continuous learning.

The childminder advocates for the importance of being a good role model to the children, such as showing them how to take turns and saying 'help me'. This strategy is evident in children's calm and kind manners. The childminder continuously explains what will happen next and asks children's opinion or wishes. For example, she says, 'Would you like to go on the swing?' Therefore, children achieve smoother transitions, start negotiating decisions and develop self-esteem.

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

- Children benefit from regular outings to the local parks. They have access to fresh air and open spaces to walk, crawl and climb. This supports children's physical development while they are learning how to take appropriate risks to negotiate space and height. Additionally, children go to the library, children's centres and play groups to attend various events and to meet their wider community.
- The childminder intends communication and language development to be at the heart of her curriculum. She supports children's language learning through singing, storytelling and responding to children's social cues. For example, while playing with the water, the children make different facial expressions, saying 'oh!' The childminder picks up on this quickly to comment on how the child is reacting. However, she does not use opportunities to teach and extend children's vocabulary consistently.
- The childminder provides a good range of resources and learning opportunities, linking these to children's interests, and verbal and non-verbal reactions. Children are curious, and they enjoy learning. However, at times, the childminder switches children's attention from one activity to another too swiftly, and children do not always have enough time to explore an activity. This may prevent some children from enhancing their exploration and understanding at

their own pace.

- Children regularly access books, make choices from the available resources and read with the childminder. They look at the pages, point at the pictures and comment on what they can see together. This helps children to develop a love of books and an appreciation of reading time from an early age.
- The childminder uses her experience, and her knowledge of children, well to plan for their next educational setting. She shares the outcomes of different formal and informal assessment tools with parents and the nurseries children go on to attend. This helps children to settle in their new environment quickly and continue learning according to what they already know.
- The childminder is enthusiastic to learn new skills and keep herself up to date with new information. She utilises virtual platforms, and her links with the local authority, to attend training and improve her practice. Through close links with other childminders, she receives regular updates about any changes in guidance. The childminder is reflective and able to talk about what knowledge she wishes to develop next and over time.

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:

- further strengthen strategies to help children learn and repeat new vocabulary to support their communication skills
- extend the time children get to explore the resources to develop their skills at their own pace.

Setting details

Unique reference number	EY342866
Local authority	Camden
Inspection number	10376282
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	23 May 2019

Information about this early years setting

The childminder registered 2006. She lives in the London Borough of Camden. She is available to provide care on Monday and Friday from 9am to 3pm, throughout most of the year, apart from bank holidays and family holidays.

Information about this inspection

Inspector
Ozum Alvim

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that these are safe and suitable.
- The inspector observed activities indoors and outdoors and assessed the impact these have on the children's learning.
- The inspector observed the interactions between the children and the childminder.
- The inspector looked at written comments from parents and considered their views.

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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