

Childminder report

Inspection date:

28 September 2023

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

Met

What is it like to attend this early years setting?

The provision is good

Children are happy at this childminder's setting. The childminder speaks to children with warmth and care. This helps children feel safe, secure and ready to learn. The childminder is a positive role model, and children learn her expectations from an early age. This helps children to respond to structure in the day and good routines. Children behave well at this setting. The childminder supports children with their learning while building their independence. Children go to the childminder throughout the day for reassurance and a cuddle when needed. This helps to build their confidence, and they have a good attitude to learning.

Children's communication and language are supported well. The childminder talks to children throughout the day, which helps build children's vocabulary. Children enjoy listening to stories. They begin to recall words that they have remembered from previous storytelling. Children, including those who speak English as an additional language, are making good progress and are learning to communicate with confidence.

The childminder is ambitious for every child. Her curriculum is based on what children already know and what they need to know next. She uses children's interests to engage them in learning. Children thrive, and the childminder supports them to reach their full potential with care and attention.

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

- The childminder has high expectations for her setting. She ensures that every child makes good progress through good teaching. There is a thorough settling-in process. The childminder, with the support of parents, assesses children when they start at her setting. This helps to identify a starting point of learning from which she can plan effective next steps.
- Children have access to outdoor learning through trips to the local park and community. Children build their gross motor skills through climbing the steps of the slide, jumping and running. They learn about the environment around them. As they walk from the park, they explore branches and leaves that have fallen. They talk about the insects that they see. Children show excitement as they discover new aspects of nature around them.
- Children enjoy creative activities, mixing colours and making marks. They use chunky crayons initially, holding them with a palmer grip. They move on to use pencils as they begin to develop their pincer grip. This helps children to strengthen their finger muscles and supports early writing skills.
- Children are learning self-care skills and independence. The childminder supports children to wash their hands before meals and helps them, when needed, in putting their coats and shoes on. This helps to prepare children for

nursery and school.

- Children are learning how to keep their bodies healthy. They enjoy healthy snacks and drink water during the day. Parents provide healthy lunches, so children follow good nutrition practice. Children have daily physical exercise both indoors and outdoors as they dance and move their bodies freely. They are provided with rest times to give their bodies time to recharge, preparing for further fun activities later in the day.
- Children are beginning to learn mathematics in everyday activities. They count during play and compare sizes of objects. Children are learning what is 'big' and what is 'small'. They learn the various shapes of things around them. This helps children build on their early mathematical development and problem-solving skills.
- Parents speak highly of the childminder and appreciate the regular communication. They are updated daily on what their child is learning and their care routines. Parents feel reassured that the childminder always has their child's interests at the heart of what she does.
- The childminder constantly evaluates her practice to ensure that children have the best learning opportunities in her care. However, continuous practice development opportunities would ensure that practice remains up to date.
- Children have opportunities during trips to the park and community visits to experience sensory play through nature. These help children to explore in a variety of ways and experiences. However, indoors, there are currently more limited opportunities to enjoy sensory play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her safeguarding responsibilities. She ensures that her safeguarding knowledge is up to date. She recognises the signs and symptoms of abuse and knows who to make a referral to if necessary. This helps to keep children safe from harm. The childminder carries out daily risk assessments of her home to ensure that accidents are minimised and risk is reduced. Children are taught good hygiene practices and the setting is clean. This reduces the likelihood of cross-infection occurring and keeps children healthy. In the event of an allegation being made, the childminder is aware of her duty to report this to the relevant agency.

What does the setting need to do to improve?

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

- ensure that you access continuous professional development opportunities and are aware of the most up-to-date information, in order to enhance practice further

- make the most of resources indoors that support children's independent sensory exploration and investigation.

Setting details

Unique reference number	EY344277
Local authority	Camden
Inspection number	10308212
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	1 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	22 March 2018

Information about this early years setting

The childminder registered in 2006 and lives in Hampstead in the London Borough of Camden. She operates all year round, from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqueline Halpin

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector around the premises and discussed how she organises her early years setting, including the aims and rationale for the curriculum.
- The inspector observed interactions between the childminder and the children.
- The inspector spoke with parents during the inspection and took account of their views.
- The inspector looked at key documentation on request.

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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