

Childminder report

Inspection date:

7 December 2022

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 feel at home and enjoy their time with this warm and nurturing childminder. The childminder provides a well-resourced playroom with a wide variety of resources. Children enjoy making choices about what they want to use. As a result, children develop independence and are motivated to explore. They understand the boundaries in place and respect their environment and resources, always helping to tidy up when they are finished.

Children engage very well in their chosen activities, often concentrating for long periods of time. They develop their fine motor skills well. For instance, they enjoy spending time using magnetic rods to catch fish. Children name different sea creatures and learn new language quickly. They have fond memories of their experiences with the childminder and speak confidently about their trip to the zoo, where they saw real turtles.

The childminder is sensitive to children's needs, which fosters their security and emotional well-being. For example, children enjoy playing fun games with the childminder. They take turns and count objects, smiling with delight as they 'high five' each other.

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

- Children develop good relationships and understand how to treat one another, sharing and taking turns. They use each other's names and enjoy playing together as they hold hands and jump on the trampoline.
- Children are very motivated to learn and are able to use their own ideas to create games. They push, kick and roll balls confidently and count accurately. Children are proud of their successes and demonstrate enjoyment as they jump up and down.
- Children demonstrate resilience as they keep going when tasks are more difficult. They use plastic knives to cut toy vegetables until they split in half. Children fill containers with small balls, picking them all up and starting again when they spill over.
- The childminder has a clear design for her curriculum, which involves making the most of the vibrant and diverse surroundings. Children benefit from a wealth of exciting trips that broaden their horizons. They visit nature parks, museums, toy libraries, playgroups and music and movement sessions.
- Children feel unique as their culture is embraced and shared. They learn and experience several languages through shared books and the alphabet. However, more stories could be shared and discussed to promote a love of reading even further.
- Children learn new songs and sing familiar ones excitedly. They count the ducks

on the trampoline and sing 'Five Little Ducks', taking one away each time.

Children develop early mathematical understanding through their play.

- Babies engage with appropriate resources that encourage their development. They enjoy emptying and filling containers and use resources that help them to develop early language, which the childminder models consistently. Children laugh and smile as they roar like the dinosaurs they are putting into pots.
- The childminder has warm relationships with children. She meets children's needs in a calm and caring way. Children are encouraged to be independent as they use cutlery to feed themselves and peel their own fruit at snack time.
- The childminder places healthy eating and a variety of foods at the heart of her setting. She provides children with delicious home cooking and snacks. The childminder ensures that children try new and exciting foods, alongside healthy choices from home.
- The childminder is extremely organised and ensures that all developmental checks and documentation are up to date. She seeks parents' views and shares information about children's day and their development effectively.
- Relationships with parents are strong. They speak highly of the bonds which their children make. Parents comment positively about the experiences their children have and how safe and secure they are in this homely environment.
- The childminder has a positive attitude and strives to improve her knowledge and experience to further enhance children's experiences and learning. She plans regular professional development opportunities and is due to attend training on equality and diversity to ensure that her practice is up to date and inclusive.
- The childminder is reflective and considers what is working well and what changes she may need to make. For example, she ensures that there is a larger play space for children to explore in the main playroom by rearranging the environment. In addition, the childminder researches lots of adventures for children to explore in the local area and further afield.

Safeguarding

The arrangements for safeguarding are effective.

The childminder refreshes her knowledge of safeguarding regularly. This helps her to keep up to date with any changes. The childminder has robust procedures to ensure that the children in her care are kept safe, especially the thorough risk assessments for outings. The childminder is clear of her responsibility and has a good understanding of the signs and symptoms that may indicate a child is at risk of harm. She knows what to do if she has any concerns and seeks advice from the local authority when appropriate.

What does the setting need to do to improve?

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

- support children to develop a love of reading, such as through storytelling opportunities and engagement with parents.

Setting details

Unique reference number	EY402102
Local authority	Camden
Inspection number	10235363
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 February 2017

Information about this early years setting

The childminder registered in 2009. She lives in the Kings Cross area, in the London Borough of Camden. The childminder operates her service all year round, from 8am until 6pm, Monday to Friday. She has a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Sara Vincent

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- The childminder provided the inspector with a sample of 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.

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 2022