

Childminder report

Inspection date: 17 January 2024

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 within this safe setting have secure relationships with the childminder. They are happy, confident and curious to explore the well-designed environment. The childminder's curriculum is well designed and ambitious to consider what children already know and what it is they need to learn next. Children are well prepared for the next stage of their learning. They are eager to try out the opportunities on offer, sitting eagerly at the table to mould dough using different utensils. The childminder enthusiastically plays alongside children. She models how to use the different tools and then offers children praise and encouragement as they attempt to do so themselves.

The childminder has high expectations for children. Children show independence in tasks such as putting on their own coats and shoes, feeding themselves at mealtimes and peeling the lids from their own yoghurt pots. They are confident to share their opinions with others and ensure their likes and dislikes are heard. Children are confident and resilient; they want to try rather than have things done for them. Children say, 'Let me do it,' and proudly attempt new tasks, developing skills to solve problems for themselves.

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

- The childminder has developed an ambitious curriculum for the development of children's communication and language skills. The environment is language rich, with the childminder sharing stories, songs and rhymes with children daily. Children develop wide vocabularies that allow them to communicate with others. However, on occasion, the childminder does not correct children when they mispronounce words. For example, while completing a matching activity, children call a pug breed of dog 'puggy' and the childminder repeats this incorrect pronunciation back to them rather than correcting them.
- The childminder makes use of her local community to enhance opportunities available to children and teach them about the world around them. Children attend the local children's centre, allowing them to socialise with children of a similar age, listen to and respect the views of others and build confidence in new surroundings. The childminder also attends a weekly rhyme time session at the library, promoting children's language development. Children enjoy daily trips to the park and local green spaces to engage in activities that support their physical development.
- Children enjoy imaginative play. They use past experiences to help build a narrative to their play, for example making a cake for a birthday party. As children wait for their play dough cake to come out of the play oven, they stand nearby wiggling with anticipation. Children use their knowledge of ovens to let the childminder know they must not touch the oven until it is cool, as they may

burn their fingers.

- Overall, the behaviour of children is good. Children understand there are rules and boundaries in place and generally adhere to these. Older children show care and concern for younger children. However, where children struggle with sharing and turn-taking, the childminder is not yet consistent in using strategies to help children understand that some things are theirs and some things belong to others.
- The childminder teaches children the importance of making healthy choices. Children talk about why we eat fruit and vegetables. When children start at the setting, the childminder discusses with parents what should be included in a healthy lunch. She ensures parents understand the importance on children's physical and oral health to follow these guidelines.
- Partnership with parents is good. The childminder ensures that she works collaboratively with parents and provides regular feedback to keep them informed of their children's development. Parents speak highly of the childminder. They value her warmth, knowledge and flexibility when adapting to the needs of their children. The childminder works in partnership with other agencies involved in children's care, learning and development.
- The childminder continues to be reflective in her practice. She seeks regular feedback from parents in the form of questionnaires. The childminder continues to invest in her own professional development, undertaking training to ensure her knowledge remains up to date and relevant.

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:

- ensure that correct language is used consistently when teaching children new words
- develop strategies to help children understand the skills needed to share and take turns with their peers.

Setting details

Unique reference number	EY438120
Local authority	Camden
Inspection number	10312280
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	4
Date of previous inspection	25 April 2018

Information about this early years setting

The childminder registered in 2011 and lives in the London Borough of Camden. She offers her service from 8am to 6pm, Monday to Friday, except for bank holidays. The childminder provides overnight care on request. She holds an early years qualification at level 3. The childminder accepts the early education funding for eligible two-year-old children.

Information about this inspection

Inspector

Natalie OLeary

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the childminder's setting with the inspector.
- 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.

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