

# Childminder report

<b>Inspection date</b>	12 July 2019
Previous inspection date	18 April 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Outstanding	<b>2</b> 1
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder and her assistants build good relationships with the children and their families. They gather information from parents about their children to help them provide continuity between home and the setting.
- The childminder and her assistants support children to get along together. Children are well behaved.
- The childminder and her assistants know the children well. They plan effectively for children's next steps in development and help children make good progress in their learning.
- The childminder prepares older children for school. She teaches children to become independent and confident and to develop good communication and language.
- Young children learn to become mobile and confident walkers. The childminder supports them well to balance, negotiate space, walk and climb.
- The childminder has not maintained the required records of children's hours of attendance. Nonetheless, she keeps a diary with the names of the children attending. On the day of inspection, the childminder and her assistant were fully aware of the children present and were deployed effectively to supervise and keep children safe.
- Sometimes, the childminder interrupts children's learning to complete routine activities, such as nappy changing.
- On occasions, the childminder and her assistant do not differentiate teaching during group activities.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
maintain a daily record of the names of the children being cared for on the premises and their hours of attendance.	26/07/2019

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

- enhance teaching to differentiate the learning for older and younger children during group activities, to ensure all children are fully challenged and engaged
- review the organisation of some routines, such as personal care, so that children's activities are not interrupted.

### Inspection activities

- The inspector held discussions with the childminder and the assistant present about their safeguarding knowledge.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder and sampled documentation, including evidence of the suitability of the assistants working on the premises.
- The inspector spoke to children during the inspection.
- This inspection was carried out following the risk assessment process.

**Inspector**  
Ruth George

## Inspection findings

### Effectiveness of leadership and management is good

The childminder understands the signs of abuse and neglect and knows what to do to protect children's welfare. She ensures her assistants have a good understanding of how to keep children safe. They know the procedures to follow and how to report any concerns they have for a child's safety. The childminder and her assistants carry out visual risk assessments of the premises, both indoors and outdoors, to remove or minimise any hazards. Safeguarding is effective. The childminder meets regularly with her assistants to review what children are learning. The childminder and her assistants attend training and share any new learning together. The childminder helps her assistants to build on their early years knowledge in order to underpin their teaching. For example, they use sustained shared thinking effectively, modelling good language, asking questions and encouraging children to think.

### Quality of teaching, learning and assessment is good

The childminder and her assistants prepare the older funded children well for future learning. The childminder immerses children in language, singing songs and reading stories to them. The childminder and her assistants introduce the names and sounds of letters. They encourage children to write for a purpose, for example to write their names and to use letters to build words. All children enjoy writing. Older children write and draw pictures on chalk boards and young children experiment with different coloured chalks. Young children independently choose activities and are well supported during play. For example, the childminder and her assistants ask children open questions, such as where the train track may go, and describe the colours and shapes of the trains and blocks.

### Personal development, behaviour and welfare are good

The childminder and her assistants follow good hygiene practices. They teach children to manage their personal care from an early age. Even the young children learn to push down on the soap dispenser to wash their hands. The childminder uses the outdoors well to enhance children's learning. Children enjoy using nature's resources. The childminder and children gather pine cones and use these to fill the sandpit. Young children practise walking and negotiating space as they transport pine cones around the garden in pushchairs. Older children add the pine cones to big saucepans and make pretend soup. Children enjoy physical activities. Young children learn to climb in, under and out of the climbing frame structure and older children climb up to the platform to slide down.

### Outcomes for children are good

Children are secure and confident. They develop warm relationships with their carers. Young children gain good physical skills and explore the environment confidently. Older children who receive funding learn a range of skills ready for school. They are kind to each other, share and take turns. They readily help the young children, for example passing a toy or helping to feed them. Young children learn the foundations for counting from a young age, and older children use their mathematical knowledge to make simple calculations. Children have lively imaginations and use a range of materials in their creative activities.

## Setting details

<b>Unique reference number</b>	EY468542
<b>Local authority</b>	Camden
<b>Inspection number</b>	10114850
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	18 April 2016

The childminder registered in 2013 and lives in the London Borough of Camden. She operates from 8am to 6pm, Monday to Friday, for 47 weeks a year. The childminder holds early years professional status. She works with two assistants.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

