

Childminder report

Inspection date: 18 August 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
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Behaviour and attitudes	Outstanding
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Personal development	Outstanding
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Leadership and management	Outstanding
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is outstanding

Children are exceptionally happy and feel secure in this warm, nurturing and child-orientated setting. They have strong and loving relationships with the childminder because she knows the children extremely well. As a result, children are completely at ease in the childminder's home-from-home setting.

Children flourish in their learning. The childminder's excellent interactions with children mean that they are deeply engaged and concentrate for long periods of time. They rapidly learn and use challenging new vocabulary in their play. For example, when learning about animals, children learn the words 'mole' and 'badger' and can describe what these animals sound like and can do. Children giggle excitedly with the childminder as she praises them.

The childminder plans exceptional opportunities for the children to explore the world around them. For example, each week they take the bus or the train and visit Buckingham Palace, the Natural History Museum and a wide range of other local attractions. Consequently, children are confident, independent and have good self-esteem as well as a set of experiences to remember and talk about.

Children's behaviour is excellent. They learn to share and take turns with each other. Children develop the emotional skills they need to understand and manage their own feelings. The childminder has a clear structure and routine, which means that children feel safe and develop confidence.

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

- The highly skilled childminder sequences her curriculum to ensure that children build on prior learning in a clear and effective way. She uses her extensive knowledge of the children to plan exciting and enriching experiences linked to their interests. For example, when visiting a local farm, the childminder takes the time to ensure that the children discuss what they might see and hear before each visit. As a result, children are inquisitive and ready to learn.
- The childminder's intent is unique to each child. She robustly plans activities and ensures she focuses on each child's individual next steps. As a result, children swiftly develop new skills and are well prepared for their next stage of learning.
- Children's communication and language skills are developed extremely well through excellent interactions with the childminder. She deliberately selects new vocabulary and supports children to use this effectively in their play. Children who speak English as an additional language are supported particularly well. The childminder learns keywords in the children's home language in order to support them to gain confidence, with care practices for example.
- Parents are overwhelmingly happy with the care provided for their children and

report that they feel the childminder is 'like a family member' who has 'truly embraced' the uniqueness of their children. Excellent relationships with parents enable the childminder to fully support all aspects of the children's emotional development.

- The childminder has an impressive knowledge of child development. She is highly reflective of her own practice and links her own professional development opportunities with what specific children need to learn. She uses her excellent links with other childminders and nurseries to gain further knowledge and uses this to have a hugely positive impact on the learning of all of the children in her care.
- Opportunities for children to develop their mathematical skills are excellent. For example, young children use numbers throughout the day; they count, match and order numbers both indoors and outside. When children go on trips, they explore and talk about real numbers they discover in the local area. Children use numbers in their play and are developing an understanding of what numbers mean at a young age.
- Children display high levels of concentration for their age and are deeply absorbed in activities throughout the day. The childminder ensures that children are stimulated and that there is always something to do. She encourages the children to be independent and make choices about their play. Consequently, children are motivated and successful learners who enjoy being challenged and are resilient.
- Children sleep peacefully in a relaxing and calm environment. When they wake up, children are greeted with smiles from the childminder. They are well rested and excited for the next stage of the day.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an extensive knowledge of safeguarding. She fully understands how to identify and report any concerns about children or their families. She has an excellent understanding of wider safeguarding issues, such as keeping children safe online. The childminder keeps her knowledge current at all times and has recently completed her 'Prevent' duty training. She ensures the learning environment is clean, safe and suitable for children to play and learn in.

Setting details

Unique reference number	102100
Local authority	Camden
Inspection number	10137832
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	2 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	1 March 2016

Information about this early years setting

The childminder registered in 2000. She lives in the London Borough of Camden. She operates from 9am until 6pm, Monday to Friday, all year round.

Information about this inspection

Inspector

Kate Daurge

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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request, including the childminder's Disclosure and Barring Service check and first-aid certificate.

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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