

Childminder report

Inspection date:

7 November 2022

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 play and learn in a welcoming and nurturing environment. They develop a good bond with the childminder and show that they feel happy and secure. Children show enthusiasm to join in with a wide range of activities. They enjoy making independent choices and receive good support to develop their focus and concentration. The childminder role models kindness, good manners and considerate behaviour. As a result, children understand about expected behaviour and listen and behave well.

Children enjoy drawing and making collages, and the childminder provides good support to extend their knowledge of colours and shapes. This helps to support their early mathematical skills and creativity. They also show curiosity when exploring paint and mixing colours. This helps to develop their imagination and exploratory skills. Furthermore, children show good levels of perseverance when completing puzzles and discussing different animals. This fosters their language skills and extends their knowledge about the world.

Children have frequent opportunities to develop their social skills throughout the week. For instance, they attend a variety of playgroups and dancing sessions and frequently visit local parks. This broadens their daily experiences and provides good opportunities to interact with others and practise their sharing and turn-taking skills.

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

- The childminder plans a variety of activities to help children to make progress in all areas of learning. She works closely with parents when children join to understand about children's interests, routines and current stage of development. She then uses this information to plan appropriate next steps to foster their future learning. It is evident that children make good progress in relation to their starting points.
- The childminder supports children effectively to develop their independence. For instance, children like engaging in self-chosen play and are motivated to tidy up and show good levels of respect for the toys and their learning environment.
- Children have frequent opportunities to learn about different backgrounds and cultures. They engage in a range of cultural celebrations and activities to extend their awareness of the lives of others that are different to their own. For instance, during Diwali, they make cards and explore different colours and lights.
- The childminder supports children's understanding of numbers and counting, such as when singing a variety of counting songs and encouraging children to make comparisons, including 'more' and 'less'. This helps to develop their awareness of early mathematical concepts.

- Children receive lots of encouragement and praise for their efforts and achievements. This boosts their confidence and self-esteem and helps them to develop positive attitudes towards new experiences.
- Parents express high levels of satisfaction with the provision. They state that the childminder is very kind and knowledgeable and that their children enjoy attending. They discuss that they feel well informed about their children's learning and feel that their children are making good progress.
- The childminder establishes positive relationships with other professionals. For instance, she obtains information, such as developmental reports, from the health visitor and uses this information to work on the same targets in order to provide good levels of consistency for children's care and education.
- Children hear lots of new language during activities, and the childminder offers frequent commentary as they play. However, at times, the childminder does not maximise all opportunities that arise to extend and challenge children's knowledge to the very highest level.
- The childminder keeps all mandatory training up to date. However, professional development is not sharply focused to raise her practice and the quality of education to the very highest level.
- The childminder reflects on the strengths of her setting and areas for future enhancement. She listens well to the views of parents, children and other professionals to inform any changes she makes to the provision. For instance, she asks the children about what activities and themes they want to focus on and what museums they want to visit.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates good knowledge and awareness of a range of safeguarding issues. She understands what action to take if she identifies any concerns that may indicate that a child is at risk of harm. She is alert to any changes in behaviour or unexplained absences and understands the importance of closely monitoring children's attendance and well-being. The childminder ensures that her home is clean, safe and suitable to care for children. She also completes first-aid training in order to respond to a medical emergency should one arise.

What does the setting need to do to improve?

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

- extend questioning skills during play to extend and challenge children's learning to an even higher level
- build on opportunities for professional development in order to further enhance the quality of education to a higher level.

Setting details

Unique reference number	137433
Local authority	Camden
Inspection number	10234191
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	1
Date of previous inspection	8 November 2016

Information about this early years setting

The childminder registered in 1997. She lives in Hampstead, in the London Borough of Camden. She offers care on Mondays, Tuesdays and Wednesdays, from 9am until 6pm, for most of the year.

Information about this inspection

Inspector

Amy Mckenzie

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 provider.
- The inspector carried out a number of observations to assess the quality of education.
- The inspector held a leadership discussion with the childminder and discussed how the childminder prioritises children's safety.
- Parents' written views were considered as part of the visit.
- A range of documentation was viewed, including the childminder's first aid and other training certificates.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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