

Childminder report

Inspection date: 21 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 are safe and happy in this warm and nurturing environment. Children build warm bonds with adults, approaching them throughout the day for cuddles or to share their ideas. Children develop their independent skills well. They learn to put their own coats and shoes on, as well as beginning to take slippers off and change them for outdoor shoes. Developing self care skills such as these builds children's confidence and self-esteem.

Children behave well. They are eager to please the childminder and assistants. Children respond well to being given responsibilities such as putting their 'helpful hands' on to help tidy up. Children enjoy the warm praise which the childminder and assistants offer. For example, babies beam widely as adults clap when they take some steps. Children benefit from the visual reminders of their behaviour which help them to understand positive behaviours they should display.

Children learn about the world around them. They benefit from taking part in lots of local activities, such as visiting the farm or playgroups on Hampstead Heath. This helps children to feel part of their local community. Children also learn about the wider world. For example, they explore where fruits they are trying come from or learn about animals around the world. This supports children to develop their understanding of the world.

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

- The childminder carefully considers how to support children in their personal, social and emotional development. She teaches children how to name their emotions by singing songs about feelings and giving the children plenty of opportunities to name their emotions. This supports children to express how they are feeling. The childminder and assistants teach children important social skills such as sharing and taking turns. For example, children pass around the butter to each other as they spread their own toast. Skills such as these prepare children for the next stage of their learning journey.
- The childminder and assistants usually support the children to develop their communication and language well. They make good use of stories and songs to teach children new language. The childminder and assistants use a rich variety of language, using words such as 'vibrant', to help children to develop their vocabulary. Adults get down to the children's level and narrate as they play, helping children to extend their sentences. Overall, children make good progress in their communication and language.
- The childminder and assistants do not always give children enough time to process questions or information from adults, in order to respond. At these times, children do not have enough time to form the language they would like to

use, which does not support children to develop in their communication skills.

- The childminder carefully considers how to support children to try new foods. For example, children pass a fruit hidden in a sock around and smell and describe it. They are then really excited to see what the fruit is and taste the dragon fruit during breakfast. This gives children the confidence to explore new tastes, textures and flavours.
- The childminder incorporates mathematics into the daily routines of the setting. The childminder focuses on a different number to 10 each week. She supports children to gain an in-depth understanding of this number, through representing the number visually to the children in a variety of ways. This means that children develop their understanding of numbers up to 10 well.
- The childminder and assistants have a good understanding of the progress each child has made and what the next steps in their learning are. They carefully consider how to help children to achieve these next steps. This helps children to make good progress in all areas of the curriculum.
- The childminder builds effective partnerships with parents. She communicates well with parents verbally and uses a messaging app about their child's progress and what they have been doing at the setting. The childminder carefully considers how to support new children to settle into the setting, adapting this process to meet the needs of each child. This helps children to transition well between home and the setting.
- The childminder and her assistants work hard to keep their professional development up to date. They use a variety of professional development opportunities offered by the local authority and online organisations. They incorporate new ideas and initiatives into their practice very well. The childminder regularly reflects on her practice and strives to continually improve. This leads to good outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and assistants attend regular safeguarding training and discuss their safeguarding knowledge together as a team. They have a good understanding of processes to follow if they have concerns about the well-being of a child or the conduct of an adult towards children. The childminder has a good understanding of the changes that she needs to notify Ofsted about. She understands how to continue to ensure that assistants and household members are suitable to work with or be around children.

What does the setting need to do to improve?

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

- allow children the time to process the language being used by adults.

Setting details

| | |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| Unique reference number | 102112 |
| Local authority | Camden |
| Inspection number | 10232940 |
| 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 | 0 to 4 |
| Total number of places | 10 |
| Number of children on roll | 12 |
| Date of previous inspection | 3 March 2017 |

Information about this early years setting

The childminder registered in 2001. She lives within the London Borough of Camden. The setting operates Monday to Friday, from 8am until 6pm, all year round. The childminder is registered to work with three assistants, one of whom holds a relevant qualification as a teaching assistant at level 3. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Jenny Gordon

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 and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the childminder.
- Children spoke to the inspector about what they enjoy doing within the setting.
- The inspector observed the interactions between adults and children.
- The inspector had discussions with an assistant and parents and took their views into account.
- The inspector held discussions with the childminder about practices and procedures.

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