

Childminder report

Inspection date: 1 February 2023

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

The childminder's home is welcoming, clean and safe. Children are very well cared for. They are independent and supremely confident. The youngest children explore the resources and activities on their own, choosing what interests them and extending their own play. Communication and language teaching is good. The childminder understands how to communicate effectively with young children. She builds their spoken language skills by using simple sentences and introduces new words, repeating them and encouraging the children to use them when they speak.

Behaviour is good. Children respond to the childminder's instructions appropriately and always try to do the 'right thing.' They play well together. Older children are very supportive and encouraging towards their younger friends. For example, when children are given party blowers, the youngest children find it difficult to make any sounds. Older children offer words of encouragement and demonstrate how to blow into them. The younger children follow their instructions and are successful, receiving lots of praise from everyone.

The childminder has high expectations of the children. She improves their self-care skills by asking them to let her know when they need their nappies changed and by giving them forks to eat their lunch with, reminding them to use them.

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

- The childminder has a clear intent for the curriculum she offers. She focuses on the prime areas of the early years foundation stage. She knows building children's skills and knowledge in these areas will support their learning when they move to the next stage of their education.
- The provision is stimulating and takes account of children's individual needs and interests. Activities and resources are easily accessible and changed regularly to secure children's daily engagement.
- Assessment and ongoing observation help the childminder identify any gaps in children's learning. She provides targeted support to close these gaps, ensuring children always make good progress.
- Most of the areas of learning are supported by the curriculum. Activities are well planned and children develop a broad range of skills. However, children do not have enough opportunities to develop and practise their early mathematical skills, including during daily routine activities.
- Language development is well supported, as children are encouraged to regularly read books and listen to stories. They talk about the characters and predict what is going to happen. The childminder asks them questions to deepen their understanding of story structure.
- Visits are a strong feature of the provision. Children go on trips to the park and

playground, the library and regularly visit the zoo. Attending local 'stay-and-play' sessions helps them improve their personal and social skills as they learn how to play with others.

- Lunchtimes are an opportunity for children to socialise and bond with the childminder and their peers. They look at photos of their families, talking about who each person is and the activities they enjoy doing with them. This helps them feel emotionally secure and makes links between the setting and home.
- Physical development is good. Children have daily access to a large outside garden where they can run, jump and balance. Inside, they have many opportunities to practise their small-muscle skills. For example, children roll and shape dough and carefully cut the fruit at lunchtime.
- The childminder teaches the children to respect others and develops their understanding of other cultures and their beliefs. They take part in key cultural celebrations, helping them understand the community and the world they live in.
- The childminder takes her own professional development seriously. She attends regular training sessions to update her teaching skills and makes sure her first-aid knowledge is current.
- Parents are extremely complimentary about the childminder and her setting. They describe how she provided support to them when their children found settling in difficult. They feel they are always kept up to date with their children's care and progress and praise the interesting trips the childminder organises.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role to safeguard children. She has a thorough knowledge of how to identify signs that a child might be at risk of abuse and has appropriate procedures in place to report any potential concerns. She undertakes regular training to keep her safeguarding knowledge up to date. Children learn how to keep themselves safe, inside and when out on visits. The childminder ensures her home is safe and risk free. She carries out regular risk assessments, helping her to identify and remove possible hazards to keep children safe.

What does the setting need to do to improve?

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

- ensure children have further opportunities to practise and develop their mathematical skills, including during daily routine activities.

Setting details

Unique reference number	102144
Local authority	Camden
Inspection number	10234037
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	5 January 2017

Information about this early years setting

The childminder registered in 2000 and lives in the London Borough of Camden. She cares for children from 7.30am to 5.30pm, Monday to Thursday, throughout most of the year.

Information about this inspection

Inspector
Paul Church

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 showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the 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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