

# Childminder report

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Inspection date: 13 March 2023

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 provides a safe and nurturing environment for children who show that they are happy and secure in her care. As they arrive children are warmly greeted by the childminder. Children respond with complete enthusiasm putting out their arms for a cuddle. They actively engage with the childminder as they look to her and receive her constant attention. They smile as she plays with them posting items into the post box, building with construction, sharing role-play toys and looking at books together.

The childminder makes sure children's interests are fully included in her plans for play and learning. She has high expectations of what children can achieve. She assesses their progress well from the start and knows exactly what they need to learn next. Children confidently move around and choose what they want to play with. The environment is set up to reflect what the childminder knows the children like to do and the skills they are currently developing.

The childminder is a good role model who encourages children to learn about respecting others and to take care of themselves. She offers suggestions to children to help them learn how to do things, such as placing construction and puzzle pieces together or showing them how to look after books. Children develop good levels of emotional well-being and are supported well to be ready for their next stage of learning.

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

- Children make good progress in their development. The childminder understands their learning needs as they start with her and can demonstrate how she has made sure children are progressing. Young children show how independent they are. They confidently hold their spoon and use it to feed themselves as they are praised and closely supported by the childminder.
- The childminder supports children's language development very well. Particularly where children have more than one language. She uses items the children can hold and explore to introduce new words and to make use of vocabulary the children already know. She interacts well with children and asks interesting questions to help them think and respond. She asks them about the different animals in a favourite sensory book. She models language effectively and helps young children to learn the names of the animals.
- The childminder has introduced sequencing number to the activities for younger children. She counts aloud with the children as they build and transport resources from one place to another. She encourages children to practise holding and using different tools and resources to strengthen their hand and finger movements. Children respond well to this as they persevere and are

successful in posting the pennies into the shape sorter.

- The childminder has clear expectations for children's behaviour. She is a very good role model who encourages children to share, be kind to others and use good manners. Children enjoy the childminder's company. She engages children well through her warm and loving interactions which help children to develop good levels of emotional well-being.
- The childminder reflects on her practice well. She keeps up to date with any changes to help improve children's care and learning. She completes training to refresh her knowledge and develop new ideas to extend children's play and well-being. She seeks feedback from other professionals and parents when evaluating the quality of the service she provides. She is aware that further work is required in this aspect to support continuous professional development.
- The childminder works well with parents. She offers them feedback on their children's well-being and achievements and takes their views on board to meet their children's needs. Parents comment on how much they appreciate the care and attention she provides for their children.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date. She is confident about and clear of who to contact should she have a safeguarding concern. The childminder uses risk assessment well in her home and on outings to keep children safe. She completes regular fire evacuation drills and has maintained a current paediatric first aid certificate. The childminder teaches children about personal safety during their everyday activities and routines.

## **What does the setting need to do to improve?**

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

- continue to use the knowledge gained from professional development effectively to help improve the quality of the provision even further.

## Setting details

<b>Unique reference number</b>	101981
<b>Local authority</b>	Camden
<b>Inspection number</b>	10264352
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	13 June 2017

## Information about this early years setting

The childminder registered in 1992. She lives in the London Borough of Camden. She provides care on weekdays throughout most of the year. The childminder has a relevant qualification at level 6.

## Information about this inspection

### Inspector

Catherine Greene

### 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 setting.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder and inspector completed a joint observation and discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector looked at relevant documentation, including safeguarding procedures and evidence of relevant training.

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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