

Childminder report

Inspection date: 11 September 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

Plenty of love and cuddles allows children to thrive and form secure relationships with the childminder and her assistant, who work closely together as a team. Children receive endless praise and warmth during interactions with them. Babies and young children snuggle up with the childminder and her assistant for cuddles, and they settle extremely quickly. Quality reciprocal relationships mean that children's self-esteem and confidence are supported very well. The childminder and her assistant model good behaviour. They teach the children to be respectful by modelling their respect for children's views. Children say 'please', 'thank you' and 'please may I have...' when speaking to each other. They behave very well at this setting.

Songs and rhymes permeate play at this setting. The childminder sings and links play to nursery rhymes at every opportunity. For example, children move in time to the music and know the actions of 'The Wheels on the Bus'. A child from a French family recognises and responds to the music of 'Frere Jacques'. They remain engaged and enthusiastic at play and make links with what they are doing. Children have daily opportunities to explore their local community. They are excited by the trains that pass through at the end of the garden, and this promotes endless conversations. The childminder plans activities, outside the home, to give children new social experiences. She focuses her curriculum on children's personal and social development. Children attend regular playgroup sessions and go on trips to the park, a sensory playground and a nature trail. They meet new children and people and develop confidence in new social situations.

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

- Partnerships with parents are strong. Many children and families have remained with the childminder for some time. The childminder knows families very well, and they keep in contact even as they grow older. She keeps parents well informed of children's progress and offers ideas for learning in the home. Parents speak warmly of the childminder's emotional support for them and the 'home-from-home' feeling.
- Children develop their independence skills well. They are learning to dress and feed themselves independently. Children share 'high fives' with the adults when they successfully use a fork when eating their lunch. They display good fine motor physical development skills when slotting coins into a piggy bank as well as many opportunities to develop their gross motor skills in the well-resourced garden by sliding, climbing and wriggling.
- Children have healthy, nutritious meals. They are encouraged to try new tastes and textures. The childminder uses the opportunity to support learning. Children notice shape, form, texture and smell of the strawberries or beans and carrots.

They are curious, explorative and focused throughout the activity.

- Children learn new words and explore meaning during play as the adults understand what the children know. They can talk about their progress and learning with confidence. Babies' and younger children's early communication skills are well supported.
- The childminder works hard to maintain quality and develop her own practice. However, most recently, she has not always been able to seek out new training and, therefore, respond quickly to changes and updates in the sector.
- The childminder has developed an ambitious curriculum for the children who attend. She gathers useful information when children start at her setting. She uses this to sequence their learning. All the adults know the children well. They can talk about what the children can do, what they want the children to learn, how they will do this and why. However, the curriculum does not fully include opportunities for the children and their families to learn and understand about the risks when using digital technology and where to get support if they need it.

Safeguarding

The arrangements for safeguarding are effective.

The arrangements for safeguarding are effective. The childminder thinks carefully about how to create a safe environment for children. She implements effective safety measures so that children are protected from harm. The childminder has a good knowledge of the signs and symptoms of abuse. She is clear on the procedure to follow if any concerns arise about a child in her care. The childminder is aware of the possible signs that a child may be at risk of exposure to extreme views and behaviour. She discusses and shares this important information with her assistant.

What does the setting need to do to improve?

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

- read, review and reflect on the latest changes and updates within the early years foundation stage sector to further improve the service she provides
- extend children's personal development by including opportunities for them and their families to begin to understand the risks when using digital technology.

Setting details

Unique reference number	101986
Local authority	Camden
Inspection number	10301227
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	1 to 7
Total number of places	12
Number of children on roll	5
Date of previous inspection	26 January 2018

Information about this early years setting

The childminder registered in 1996 and lives in Cricklewood in the London Borough of Camden. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She works alongside an assistant. She holds an appropriate early years qualification. Currently, there are no children in receipt of early years funding.

Information about this inspection

Inspector

Sandra Teacher

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 the evaluation of the setting.
- The childminder and the inspector took part in a joint observation of children engaged in an activity. They discussed what the intention was and the quality of teaching and learning that they observed.
- The childminder spoke to the inspector and her assistant as part of the learning walk about the intentions for children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- 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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