

Childminder report

Inspection date: 23 April 2025

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

The experienced childminder provides an enriching and exciting environment for children to explore. She skilfully supports children through engaging interactions. The childminder teaches ambitious new vocabulary to children. She asks questions which encourage their curiosity and thinking skills. Children develop high levels of curiosity and enjoyment in their learning.

The childminder provides children with an exciting range of experiences to explore their local community. She supports children to meet new people, understand how things work and enjoy a variety of social experiences. Children develop high levels of confidence and self-esteem. They excitedly talk about these experiences. This helps children to make sense of the world around them.

The childminder understands that children need familiar routines to feel safe. She supports children to understand the difference between right and wrong. The childminder has high expectations of children's behaviour. She teaches children that making good choices is important. The childminder praises and encourages children, which helps them to develop feelings of security and confidence. Children behave very well.

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

- The childminder plans a curriculum that, overall, considers the wide range of skills and knowledge that young children need to learn. The childminder completes routine assessments to identify what children need to learn next. The childminder encourages children to develop their own talents by exploring their interests. Children are well prepared for the next stage of their education, including school.
- The childminder is knowledgeable about how children learn new language. She supports children to develop a love of books and stories. The regular shared reading opportunities she plans for children help them to explore a variety of books. The childminder understands that listening to and exploring stories helps children to develop fluency at high levels.
- The childminder has a strong knowledge of child development. She confidently discusses the skills that children must build on in order to achieve. However, on occasion, the childminder is not precise in her planning. For example, she does not consistently focus closely enough on the specific skills that individual children need to learn next. As a result, children are not always able to deepen their understanding of concepts and ideas further.
- Parent partnerships are strong. The childminder understands that working together with parents and carers is important for children. She diligently shares what children know and can do with families. This helps parents to continue

their children's learning at home.

- The childminder understands that some children may have gaps in their learning. She is confident and able to identify children who may need additional support. The childminder works with a variety of external experts to support children's learning, where appropriate.
- The childminder understands that it is important for children to lead healthy lifestyles. She teaches children about hygiene and how to make sure that they are safe from germs. The childminder encourages children to eat nutritious and healthy foods. She is consistent in her expectations that children have access to a well-balanced diet. This supports children's physical health.
- The childminder is reflective of her practice. She evaluates her teaching regularly in order to identify areas for development. The childminder regularly plans opportunities to attend training. This helps her knowledge and skills to continue to develop over time.
- The childminder understands that it is important for children to learn about other people. She is inclusive in her practice and ensures that she celebrates the differences between children in the setting. The childminder also plans a range of opportunities for children to understand the lives of other people. This helps to promote children's tolerance and respect for others.
- The childminder has a strong understanding of the challenges that children face in the modern world. She teaches children about how to keep themselves safe. For example, she routinely teaches children about road safety. This supports children's physical and emotional well-being well.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- plan activities more precisely to take account of the specific skills and knowledge that individual children need to learn next.

Setting details

Unique reference number	102141
Local authority	Camden
Inspection number	10376222
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 4
Total number of places	6
Number of children on roll	1
Date of previous inspection	22 May 2019

Information about this early years setting

The childminder registered in 1992. She lives in the London Borough of Camden. The childminder provides care all year round, from 8am to 6pm, Monday to Friday. She has a relevant childcare qualification at level 3. The childminder provides government funded childcare.

Information about this inspection

Inspector

Kate Daurge

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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