

# Childminder report

---

Inspection date: 20 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## What is it like to attend this early years setting?

### The provision is good

Children are excited when they arrive at this warm and welcoming setting. Children settle quickly and form close bonds with the childminder and her assistants. The childminder and the assistants are calm and attentive to children's individual needs. Children show they feel safe and secure. They immediately begin to explore the broad range of activities on offer. The childminder encourages children to choose the resources they are interested in. Children show good levels of concentration and use their imaginations to develop their play. The childminder joins in with children's play, extending their learning and vocabularies.

The childminder and the assistants help children to develop their communication and language skills well. For instance, they have ongoing discussions and skilfully ask children questions about their play. Children thoroughly enjoy hearing the assistants read their favourite stories, and they join in with animal sounds. Children develop good mathematical language and skills. For example, while playing a game with different-sized coloured shapes, the childminder introduces counting and words, such as 'corners', 'horizontal' and 'patterns'. The childminder is a good role model. Children learn good personal hygiene practices. For example, they wash their hands after using the toilet with little or no reminders. Children are well behaved and show care for each other.

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

- Partnerships with parents and carers are strong. The childminder shares regular information with parents about their child's day, routines, progress and next steps in learning. Parents are very happy with the care and education their children receive in the setting. They praise the childminder's good-quality service.
- The assistants know children extremely well and plan interesting activities. Children are motivated to learn. However, at times, the assistants do not organise transition times to give children more time to finish what they have started before changing toys or introducing other activities.
- The childminder supports many children in her setting who speak English as an additional language, hear other languages at home or have additional needs. The childminder and her assistants regularly repeat new words and encourage children to join in with familiar nursery rhymes and songs.
- Children demonstrate a love of books and reading. The childminder regularly reads aloud to children and encourages them to choose their favourite book to read again. For example, children sit and share their story with visitors.
- The childminder and the assistants support children's emotional well-being effectively. For example, the childminder offers children reassurance and comfort when they seem unsure of a situation.

- The childminder understands that when working with the assistants, she needs to monitor their practice regularly and keep their childcare knowledge and professional development up to date. She uses a range of methods to evaluate and develop her knowledge, skills and the quality of the setting. This helps her to enhance her practice and children's learning.
- The childminder serves hot and cold vegan snacks and meals that are fresh and low in salt and sugar. Children learn the importance of healthy eating as part of their daily routine. The childminder makes sure that water is always accessible for children to drink.
- Children have good opportunities for fresh air and exercise. They enjoy playing in the garden, where they can explore the world around them.
- Children use their imaginations and learn about shapes, sizes and colours, such as when they experiment with modelling dough and baking utensils to create cupcakes and pizzas.
- Children visit the local parks and go on public transport to visit museums. Children learn about and appreciate the similarities and differences of a diverse community. This helps children to develop their social skills and to be respectful of other people.
- The childminder celebrates festivals that are important to families at the setting. Children learn about their friends' cultures and the wider world.
- The childminder supports children with special educational needs and/or disabilities well. She works closely with parents and liaises with other professionals to get children the help they need.
- Children learn to be confident and independent. The childminder and the assistants work hard and want all children to develop into self-assured learners and to be ready for the next stage in their learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants understand their responsibilities to safeguard children. They know the signs and symptoms of abuse. The childminder and her assistants are aware of what to do should they have any concerns regarding children's welfare. The childminder works in partnership with the local authority to make sure that her training is up to date. She makes sure that the setting and resources are safe and secure. The childminder carries out regular risk assessments and takes effective action to minimise risks to children. The childminder carries out robust recruitment checks.

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

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

- encourage assistants to develop better transitions between activities to allow

children more time to finish tasks they have already started.

## Setting details

<b>Unique reference number</b>	EY465519
<b>Local authority</b>	Camden
<b>Inspection number</b>	10301176
<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 4
<b>Total number of places</b>	15
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	18 January 2018

## Information about this early years setting

The childminder registered in 2013. She lives in the London Borough of Camden. The childminder operates during term time, from 8am to 5.30pm, Monday to Friday. She holds a Montessori teaching qualification. The childminder works with two assistants. The childminder provides early funded education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sandra Watt

### 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 their evaluation of the setting.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector completed a learning walk together to discuss the childminder's curriculum to support children's learning.
- The inspector observed the interactions between the childminder, her assistants and the children.
- The inspector took account of the views of the parents.
- The inspector carried out a joint evaluation of an activity with the childminder.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023