

Childminder Report

Inspection date	5 April 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children make good progress in their learning and confidently explore their environment, gaining many skills they need for their future education and school.
- The childminder promotes children's independence well and they enjoy tackling new challenges and age-appropriate tasks.
- The childminder gets to know children well. She plans for their interests, makes sure that all children settle well and develop a sense of belonging.
- The childminder has a good knowledge of how to help children achieve well. She provides a varied range of activities to fully engage children in their learning.
- The childminder is reflective and proactive in keeping her skills up to date. She uses self-evaluation successfully to identify areas for improvement.
- The childminder builds strong partnerships with parents to ensure consistency in children's learning. She works well with other professionals to share important information about children's early experiences.

It is not yet outstanding because:

- The childminder does not plan a wide range of activities to more fully extend children's creative and imaginative skills.
- The childminder does not provide a broad range of opportunities to build on children's developing understanding of diversity, to help them learn about differences.

What the setting needs to do to improve further

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

- encourage children to develop their imaginative skills further
- provide more opportunities for children to build on their understanding of differences and similarities in people and communities.

Inspection activities

- The inspector observed the children's learning and the childminder's teaching during a range of activities.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector looked at a sample of documentation, including the childminder's policies and the children's learning records.
- The inspector checked evidence relating to the childminder's suitability to work with children, and reviewed parents' written feedback made available during the inspection.

Inspector

Shana Laffy

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has attended child protection training and has a confident awareness of how to keep children safe. She has a range of policies and procedures to support her practice and follows these well. The childminder builds effective links with parents, gaining their knowledge of what children can do. She informs them about their children's ongoing development, sharing detailed information about their children's learning experiences. She values the importance of collaborative working. She has begun to forge good links with other settings that children attend. The childminder uses self-evaluation well to improve her practice and ensure that children receive a positive early education. She is committed to ongoing professional development and evaluates the impact of this on outcomes for children.

Quality of teaching, learning and assessment is good

The childminder interacts skilfully with children to promote their learning. She provides good opportunities to help them develop their communication and think for themselves. For example, when children told her that they were making a tower with six floors, she asked how they could make one with 10 floors, to extend their ideas about early calculation and language. The childminder uses observations effectively to plan activities to help children make good progress. She uses assessment well to monitor children's development and meet the needs of each child. Children have access to exciting learning opportunities outside. For example, they spend time in the local park playing ball games and using bikes to develop their physical skills and abilities.

Personal development, behaviour and welfare are good

Children behave well at all times and feel safe and secure. The childminder helps children to settle quickly and form close bonds with her and her family. She teaches children about the importance of kindness, sharing and respecting others. For example, the childminder discusses over lunchtime how children feel and talks about situations they experience at school. She encourages children to reflect on their feelings and resolve minor conflicts independently. The childminder provides a safe and nurturing environment. Children learn how to keep themselves safe and follow many healthy practices. The childminder encourages children to make healthy choices and provides daily nutritious meals and snacks.

Outcomes for children are good

Children are motivated and eager to learn. They develop good language skills and solve problems independently. They confidently design and construct, for example, using their developing mathematical skills to create tall buildings. Children are well prepared for future learning and their move to school.

Setting details

Unique reference number	EY452954
Local authority	Kensington & Chelsea
Inspection number	950392
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 4
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2013. She lives in the Royal Borough of Kensington and Chelsea. She operates after school from 3.30pm until 6pm, and during school holidays from 9am until 6pm.

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