

Childminder Report

Inspection date	25 April 2016
Previous inspection date	26 April 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The childminder is reflective of her practice and attends training supplied by the local authority to keep her knowledge of the Early Years Foundation Stage up to date. She demonstrates a good understanding of all of the requirements.
- Children have excellent opportunities to socialise. For example, the childminder meets up with other childminders in the area so that the children can establish and develop friendships with children of a similar age.
- The childminder effectively supports children's well-being and health. For example, she teaches them about healthy eating as they explore different types of food.
- The childminder has a strong focus on children's emotional development. Children's self-esteem is promoted in a variety of ways, such as by receiving praise regularly for their efforts and displaying their work in attractive ways on the walls of the playroom.
- All children make good progress and some make progress that is better than typical for their age.

It is not yet outstanding because:

- The childminder has improved information sharing with parents about children's interests at home; however, some arrangements are more successful than others.
- The childminder provides good support for children who are learning English as an additional language to develop their communication skills but does not provide opportunities to value their home languages.

What the setting needs to do to improve further

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

- continue to explore ways to involve all parents as fully as possible in their children's learning
- extend further the arrangements to reflect and value children's backgrounds and experiences.

Inspection activities

- The inspector looked at relevant documents, including the registration and first-aid certificates and a sample of policies.
- The inspector looked at the quality of the learning environment.
- The inspector talked to the childminder about her understanding of safeguarding.
- The inspector observed the interaction between the childminder and the children.

Inspector

Carlene Bremner

Inspection findings

Effectiveness of the leadership and management is good

The childminder keeps herself up to date with changes to child protection procedures. She understands how to keep children safe and knows how to identify indicators that might suggest concerns about a child's welfare. The childminder is vigilant in monitoring her home, toys and equipment so that the environment is kept safe. Safeguarding is effective. The environment is very well organised to enable children to take out the toys they want and to help tidy them up at the end of the day. The childminder has a clear picture of her strengths and uses them well.

Quality of teaching, learning and assessment is good

The childminder demonstrates a very good knowledge of how to promote children's learning across all areas and uses this to provide an extremely wide range of exciting toys and activities for the children. She is effective in observing and assessing children's progress. The childminder is very skilled at teaching early maths and literacy skills through everyday experiences. For example, children look for letters and numbers on buses, doors and car number plates, and print in the environment. Children have regular opportunities to learn about the natural world, such as by watering plants and feeding squirrels in the nearby communal garden.

Personal development, behaviour and welfare are good

The childminder develops very secure relationships with the children. She discusses routines with parents, which helps children to settle quickly. The childminder is very effective at helping children to learn about, and respect, people and families of different backgrounds and cultures. Children learn about the world, for example, as they play with a superb range of multi-cultural toys and books. Children learn to manage their own personal needs independently through everyday routines. For example, the childminder encourages them to use the step to reach the basin to wash their hands and reminds them how to clean their hands thoroughly. The childminder acts as a good role model and encourages children to use good manners. She discusses how she manages behaviour with parents. Children's behaviour is extremely good.

Outcomes for children are good

Children who are learning English as an additional language receive first rate support to acquire communication skills. Children speak exceptionally well for their age. They are motivated and confident, choose what they want to play with and are well prepared emotionally for moving on to school.

Setting details

Unique reference number	105766
Local authority	Kensington & Chelsea
Inspection number	835728
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 3
Total number of places	3
Number of children on roll	3
Name of provider	
Date of previous inspection	26 April 2012
Telephone number	

The childminder registered in 1992 and lives in the Royal Borough of Kensington and Chelsea. She works Mondays, Tuesdays and Wednesdays from 10am to 5pm throughout the year.

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