

# Childminder Report

**Inspection date**

23 February 2017

Previous inspection date

5 September 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 has a good understanding of how children learn. She understands their developmental stages and recognises their unique interests and needs.
- The childminder monitors children's progress effectively. She is able to identify, and help children prepare for, the next stage in their learning. Children make good progress in their learning.
- The childminder provides a clean, welcoming, well-resourced and secure environment.
- Children learn patterns of positive behaviour from an early age. The childminder is a good role model for children. For example, she talks calmly, helps to develop children's confidence and provides lots of praise and encouragement.
- The childminder has positive relationships with parents. They share information to provide continuity of children's care and learning. Parents' feedback indicates that they are very happy with the care the childminder provides.

### It is not yet outstanding because:

- The childminder cares for babies well but has not fully refined her arrangements to help them settle as easily as possible when they first start.
- The childminder does not make the best of opportunities to continually enrich her skills and knowledge, to raise the quality of her provision to the highest level.

## What the setting needs to do to improve further

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

- develop further the arrangements to help young babies settle and develop a sense of belonging as effectively as possible
- explore ways to develop skills and knowledge further to raise teaching practices to the highest level.

### Inspection activities

- The inspector viewed the areas of the premises available for children's use.
- The inspector observed children taking part in activities and observed the childminder's interaction with them.
- The inspector checked a sample of the documentation the childminder uses to support her practices, including self-evaluation.
- The inspector evaluated a learning activity with the childminder.
- The inspector took account of written feedback from parents.

### Inspector

Deborah Orchard

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands how to protect children's welfare. She knows the procedures to follow if she has any concerns about a child. The professional and experienced childminder reflects on her practice to identify areas for improvement. She demonstrates a commitment to professional development, for example, she reads information to help keep her knowledge up to date. When working with her assistant, she ensures he receives regular support. For example, she provides training and discussions to provide a consistent approach to her service. The childminder effectively risk assesses all areas of her home and garden available for children's use. She identifies, and takes action to eliminate, any potential risks to children.

### Quality of teaching, learning and assessment is good

The childminder knows the children in her care well and engages effectively in their play. Children's communication skills are supported well, including children who speak English as an additional language. For example, children play with press-button toys which repeat words in French and English. The childminder listens to babies as they begin to vocalise and responds to the sounds they make. Babies enjoy their time with the childminder. They enjoy looking at books and she encourages them to explore different textures on the baby books. The childminder helps babies to vocalise. For example, they squeal with laughter as she makes animal noises. Parents are fully involved in children's learning. The childminder shares regular information with parents to help meet children's individual needs, including daily feedback and photos.

### Personal development, behaviour and welfare are good

Children form strong bonds with the childminder. She is attentive to children's individual needs. For example, she quickly recognises when they are tired, hungry or need a nappy change. The childminder provides a healthy, balanced diet and has a good awareness of children's dietary needs. For example, she helps babies wean by introducing pureed food, which the parents provide. Babies enjoy snuggling up with the childminder to enjoy their bottle. Children have regular opportunities to be physically active. For example, babies enjoy stretching to reach toys and kick their legs in excitement. Children make regular trips out to the park and local groups and enjoy fresh air.

### Outcomes for children are good

Children are inquisitive and motivated to learn from a very early age. Babies are confident, curious and keen to explore the resources. Children are emotionally secure and happy. Children develop good communication skills. For example, babies are responsive and vocalise to show they are enjoying their experiences. Children are well prepared for the next stage in their learning and eventual move to school.

## Setting details

<b>Unique reference number</b>	EY350304
<b>Local authority</b>	Kensington & Chelsea
<b>Inspection number</b>	1062056
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 0
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	5 September 2013
<b>Telephone number</b>	

The childminder registered in 2007. She lives in North Kensington in the Royal Borough of Kensington and Chelsea. The childminder sometimes works with an assistant. The childminder offer care on weekdays, throughout the year. The childminder offers overnight care.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, 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 [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

