

# Childminder Report

**Inspection date**

30 October 2017

Previous inspection date

16 June 2015

<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

- Children are happy and well settled in the childminder's care. They develop good relationships with the childminder and her family. Children are confident at making their own choices about what they would like to play with.
- The childminder successfully monitors children's progress. She knows the children well. She makes regular assessments of their development to plan interesting activities to close gaps in their learning effectively.
- Young children become confident communicators. They use their language skills well to involve others in their play. For example, children tell the childminder what they are playing and involve her in their imaginative games.
- The childminder has developed good partnerships with the children's parents and carers. They are happy with the care that their children receive and work well together to support children's progress.
- Children have many opportunities to explore their local surroundings. For example, they enjoy watching the trains go by and going for walks in the community.

### It is not yet outstanding because:

- The childminder misses opportunities to support children to learn how to keep themselves safe as they play, to encourage them to be aware of risks in the environment.
- The childminder does not consistently share information with other settings that children attend, to provide a more shared approach to learning.

## What the setting needs to do to improve further

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

- make the most of all opportunities that arise to help children to learn how to keep themselves safe as they play
- develop partnerships with other settings that children attend, to share learning and provide consistency, to support their development further.

### Inspection activities

- The inspector observed the interactions between the childminder and children.
- The inspector sampled a range of documentation and children's records.
- The inspector read written statements from parents and carers and took their views into account.
- The inspector had discussions with the childminder and children during the inspection.
- The inspector carried out a joint observation with the childminder.

### Inspector

Victoria Nicolson

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good awareness of the procedures that she should follow to report concerns about children's safety. The childminder recognises the benefits of professional development. She works well to keep her skills relevant and attends regular training to keep her knowledge up to date. For example, she recently attended a course on how to better support boys in their learning. She has since planned activities that develop children's physical skills more effectively. She works closely with other local professionals and childminders to share ideas and to reflect on her practice. The childminder regularly reviews the service that she provides and makes changes that will most benefit the children. For example, she is currently reviewing how she can adapt her outdoor space to maximise learning opportunities for children.

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

The childminder is well experienced and has a good understanding of how children learn. She gains a good understanding of children's needs and interests to plan activities that interest them successfully. For example, she regularly shares information with parents and uses this well to feed into her planning to meet children's needs. The childminder supports children's literacy development well. For example, children acquire a love of books. They confidently choose their favourite stories and spend time listening and joining in with stories. Children gain a good mathematical awareness. For example, the childminder encourages them to count and use mathematical language in their play. They use words such as 'more', 'full' and 'empty' as they play with pasta and spoons.

### Personal development, behaviour and welfare are good

Children develop good relationships with the other children who attend the setting, pointing at the photographs of the other children and asking for their friends. The childminder supports children well to develop good social skills. For example, she takes them on different outings and to groups to meet with children of similar ages. Children learn about the benefits of a healthy lifestyle, such as through eating healthy snacks and having regular fresh air and exercise. Children behave well. They listen and follow the instructions that the childminder gives them. For example, children tidy up quickly upon the childminder's request.

### Outcomes for children are good

Children make good progress from their starting points. They are keen to explore and are well motivated to learn. For example, children ask questions and are keen to find out about the use of different toy vehicles as they explore each one individually. Children are independent at meeting their own needs. Young children take their coats off when they arrive and confidently wash their hands before mealtimes. Children learn skills which prepare them well for the next stage of learning and the eventual move on to school.

## Setting details

<b>Unique reference number</b>	105777
<b>Local authority</b>	Kensington & Chelsea
<b>Inspection number</b>	1088965
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	16 June 2015
<b>Telephone number</b>	

The childminder registered in 1996. She lives in Notting Hill, within the Royal Borough of Kensington and Chelsea. The childminder cares for children Monday to Thursday from 8am until 5.30pm all year round.

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