

Childminder report

Inspection date	17 December 2018
Previous inspection date	22 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 aware of the information she must provide to Ofsted, for example, regarding those who live or work on her childminding premises. She has robust recruitment systems in place for assistants, to help to assure children's safety and welfare.
- The childminder and her assistant provide a homely and welcoming environment for children. They are caring and affectionate towards them and children show they feel safe and secure.
- The childminder makes accurate assessments of what children can and cannot do. She obtains detailed information from parents about their children's prior learning when they first attend her setting. This helps her to guide and support children's progress from the outset.
- Overall, the childminder is an effective teacher who provides children with a wide range of stimulating and challenging activities that motivates them to learn. Children are making good progress and learning key skills to help them to be ready for school, when the time comes.
- The childminder provides parents with regular information about the activities children take part in and the progress they make during their time with her. She successfully encourages parents to share what they know about their child's learning at home.
- The childminder reflects on her service and takes into account the views of her assistant, parents and children when making changes. This helps her to drive further improvement and provide consistently good-quality care and learning experiences.
- The childminder does not sharply focus her planning of activities on individual children's learning needs, to help accelerate their progress.
- On occasions, the childminder and her assistant overly direct children's play, reducing opportunities for them to lead their own learning and explore, test and try out their own ideas.

What the setting needs to do to improve further

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

- plan activities more precisely to target children's next steps in learning so that they make even better progress
- enable children to lead their own play and to incorporate more of their own ideas into adult-led activities.

Inspection activities

- The inspector observed activities and reviewed the childminder's and her assistant's quality of teaching. She jointly evaluated an activity with the childminder.
- The inspector looked at children's learning journals and a range of other documentation. She discussed the childminder's self-evaluation process.
- The inspector viewed all areas of the home used for childminding and the toys and resources available.
- The inspector checked evidence of the suitability of the childminder and adults working on the premises and of the childminder's qualifications.
- The inspector held discussions with the childminder, her assistant and the children at appropriate times during the inspection.

Inspector

Karen Laycock

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder and her assistant have a secure knowledge of the signs and symptoms that may indicate a child is at risk of harm. They are clear about the procedures to follow to report any concerns about a child's welfare. The childminder is a reflective practitioner who maintains her ongoing professional development. For example, she makes good use of personal online research and training opportunities. The childminder has good systems in place to coach, train and monitor the performance of her assistant to help her to develop her knowledge and skills. She ensures her assistant is fully informed and has a good understanding of her policies and procedures. The childminder frequently monitors children's learning to ensure that all children make good progress from their starting points. These regular checks help the childminder to identify and address any gaps in children's learning.

Quality of teaching, learning and assessment is good

Overall, the childminder is an effective teacher and she understands that children learn through play. Children join in exciting and challenging activities that link to their interests and help to consolidate and extend their learning. The childminder engages children in conversations and encourages them to think, make predictions and hear and practise new words. Children are praised for their responses. This helps to develop their confidence and promotes a 'have-a-go attitude' to learning. Children enjoy music sessions. The childminder changes the pace of her singing to suit the abilities of the children taking part. This helps children to join in with increasing confidence. She skilfully teaches children to notice and follow the rhythm and beat. The childminder supports children to learn to recognise letters and hear the initial sounds in words.

Personal development, behaviour and welfare are good

The childminder has high but fair expectations for children's behaviour. Children respond well to her consistent and calm approach and they behave well. Children gain good independence. For instance, babies learn how to feed themselves and older children learn how to tidy away toys and resources when they have finished with them. Children's good health is promoted. The childminder supports their physical development well. For example, she provides plenty of opportunities for energetic play in her garden and at the local park. She provides a range of healthy snacks and meals each day. The childminder helps children to recognise potential dangers and teaches them how to keep themselves safe. For example, during walks children learn about road safety. Children learn about the differences between people in the wider world. For instance, they enjoy activities which help them to learn about different cultures and traditions.

Outcomes for children are good

All children make good progress in all areas of their development. Children's early mathematical skills are developing well and they are learning to count and compare quantity. Children are confident and independent. They enjoy handling books and listening to stories. Children form firm friendships, share and happily take turns. They are acquiring key skills and abilities which will support their eventual move on to school.

Setting details

Unique reference number	EY222978
Local authority	Westminster
Inspection number	10066762
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 3
Total number of places	12
Number of children on roll	7
Date of previous inspection	22 April 2016

The childminder registered in 2002 and lives in the London Borough of Westminster. She operates all year round from 8.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds a relevant childcare qualification at level 3. The childminder works with an assistant.

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