

# Childminder report

<b>Inspection date</b>	7 February 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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 maintains good relationships with parents. For example, she makes effective use of daily diaries to keep them up to date with their children's daily experiences. The childminder asks parents for their views and uses these to evaluate and improve her practice. This provides a secure basis for children's learning.
- Children have fun and look forward to attending the setting. They form close friendships. For example, they enjoy constructing models together and delighting in games and role play.
- The childminder forms close bonds with children, and they become confident learners from this secure basis. They receive frequent encouragement to support their self-esteem and confidence.
- All children make good progress. The childminder assesses their learning, and plans activities that focus clearly on promoting their ongoing development. Children have a consistent approach to their learning.
- Children have good opportunities to learn about the importance of active and healthy lifestyles. For example, they access a large communal garden where they enjoy games, exercise and sports, such as table tennis.
- The childminder does not always give children enough time to explore their thoughts and express their ideas when asked questions.
- Occasionally, the childminder does not fully encourage children to be self-sufficient and develop their independence, for example during daily routine tasks.

## What the setting needs to do to improve further

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

- strengthen opportunities for children to take enough time to think, respond and talk through their own ideas
- provide more opportunities to support children to become independent and meet their own needs.

### Inspection activities

- The inspector viewed documents, such as the childminder's paediatric first-aid certificate and public liability insurance.
- The inspector discussed with the childminder how she keeps the children in her care safe.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector observed the interaction between the childminder and the children, and considered the impact this has on their learning.
- The inspector viewed all areas of the home and garden used by the children.

**Inspector**  
Mary Gabriel

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a thorough understanding of how to keep children safe. This includes the actions to take should she have any concerns about a child's well-being. She carefully assesses risks in her home and on outings, to ensure that children remain safe. The childminder asks children for their views, and uses this knowledge to provide stimulating activities for them to enjoy. She monitors children's development accurately and sets targets to promote their learning. The childminder understands the importance of professional development. She attends training courses and ensures that children benefit from what she has learned. For example, babies experience enhanced comfort from soothing massages. Parents are regularly consulted about their children's progress. The childminder uses their opinions to evaluate her practices, and to develop them to a high standard.

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

The childminder understands children's individual learning styles, and plans activities based on their interests and unique needs. For example, she schedules outdoor games and periods of quiet rest alongside more-focused teaching. The childminder regularly practises reading and spelling with older children. She is an effective teacher, patiently explaining ideas and praising their achievements. The childminder reminds children of the progress they have made. This helps them to develop confidence and motivation to learn. The childminder works well in partnership with both teachers and parents. She asks teachers to provide her with information about themes covered in class, and incorporates these ideas in her planning of activities. The childminder shares information with parents about children's experiences with her so that the learning can continue at home.

### Personal development, behaviour and welfare are good

The childminder supports children's emotional needs effectively. For example, if children are disappointed not to win a game, she encourages them to explore and be comfortable with their feelings. The childminder praises children's efforts and encourages them to try again. This helps children to become resilient. Children form happy friendships between age groups, with older children being good role models. The childminder provides a range of activities for children to learn about diversity and the world around them. For example, children learn about Chinese New Year. Children learn that we can grow the food we eat. For example, following a school activity where they enjoyed growing vegetables on an allotment, the childminder taught children to grow salad leaves in pots, which they took home to eat with their families.

### Outcomes for children are good

Children confidently make choices about their play. They develop good early literacy skills. For example, they recognise the sounds of letters, blend them into simple words, and attempt to write and read simple sentences. Older children help younger children to complete tasks and learn polite manners. Children progress well from their starting points. They gain the skills they need to help them at school and their future life.

## Setting details

<b>Unique reference number</b>	EY487852
<b>Local authority</b>	Kensington and Chelsea
<b>Inspection number</b>	10085138
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	4 - 5
<b>Total number of places</b>	5
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2015. She lives in Earls Court in the London Borough of Kensington and Chelsea. She operates Monday to Thursday from 7am to 6pm.

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