

# Childminder report

<b>Inspection date</b>	24 May 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

- Children enjoy their learning. The childminder is skilled at following children's ideas and creating learning opportunities as they play. Children make good progress across all areas.
- Children are happy, content and relaxed in the childminder's care. She offers regular and specific praise and encouragement to the children which contributes to their positive self-esteem. Children behave very well and learn the importance of being kind to their friends.
- The childminder provides a relaxed, welcoming, stimulating, and very well-resourced environment where children can independently access a wide range of toys and resources that interest them.
- The childminder provides opportunities for children who are learning English as an additional language to hear their home language throughout the setting. This assists with helping these children to settle and supports their emotional well-being. Diversity is positively promoted and children have an understanding of each other's different family backgrounds.
- Children show an interest in books, which are readily available both indoors and outdoors. These are regularly accessed, supporting children's early language and literacy skills.
- Although the childminder evaluates her provision well, this evaluation could be strengthened by drawing on the views of parents more effectively in order to further strengthen the provision.
- Links with other settings have not yet been made. This would support children in receiving high quality support in times of transition, for example, when they start school.

## What the setting needs to do to improve further

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

- strengthen the ways in which parents can contribute their ideas, so that the childminder can evaluate the setting even more effectively
- ensure that all children receive equally high-quality support during times of change, for example, through building strong links with schools to ensure that school-age children are adequately prepared for this move.

### Inspection activities

- The inspector viewed all areas of the childminder's home used for childminding purposes.
- The inspector looked at relevant documentation, including policies, children's learning records and evidence of the suitability of all adults living and working in the home.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector observed the quality of teaching indoors and outside, and assessed the impact this has on children's learning. She evaluated a planned activity with the childminder.
- The inspector took into account the written views of parents.

**Inspector**  
Claire Hunt

## Inspection findings

### Effectiveness of leadership and management is good

The experienced childminder is passionate about her role and in continually improving the service that she offers. She is ambitious and enjoys learning new skills which positively impact her practice. For example, research and training around promoting positive behaviour has supported a calm environment where children are confident, happy and respectful of their friends. Safeguarding is effective. The childminder has a very clear understanding of the signs that may cause concerns about children's welfare and the procedures to follow to report those concerns. The childminder keeps her home safe for children to use. She checks that toys are in good condition and that the space used by children is appropriate and safe.

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

The childminder understands how children learn and develop. She observes children's learning and achievements effectively and uses this to inform her assessment of their development and plan for future learning targets. Parents are actively encouraged to contribute their views about their children's development in the ongoing assessment process. The childminder draws on children's individual likes and interests, joining in with their play to extend their learning. For example, she joins in with their imaginative play of being a doctor to the 'sick' dolls. She extends children's communication and language skills well, providing good opportunities for them to verbally share their thoughts and ideas and listen to those of their friends. She asks good questions that extend children's thinking skills.

### Personal development, behaviour and welfare are good

The childminder is skilled at promoting positive behaviour and in supporting children to recognise and understand their emotions. For example, she uses yoga and meditation to support children to increase their self-awareness and to help them in regulating their emotions. The childminder knows the children in her care very well and works closely with parents to ensure that care routines are consistent, for example, around toilet training. The childminder is skilled at promoting children's independence. For instance, children enjoy preparing their own snacks with guidance and support. The childminder effectively promotes children's good health. Children learn about the importance of making healthy choices through discussion at snack and mealtimes. The childminder uses the local community well and provides ample experiences for children to socialise and develop wider relationships.

### Outcomes for children are good

Children make good progress and are working within the expectations for their age. They are motivated and persevere at tasks. All children are developing key skills that support them to make the transition to their next stage of learning, including those with English as an additional language. Children have many opportunities to experiment with making marks and practise early writing in innovative ways and using a variety of materials, which they greatly enjoy. The childminder supports children to think for themselves and encourages them to try new challenges, which builds their self-esteem and confidence in their learning.

## Setting details

<b>Unique reference number</b>	EY540951
<b>Local authority</b>	Westminster
<b>Inspection number</b>	10090406
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2017. She lives in Queens Park, in the London Borough of Westminster. She operates her service on weekdays throughout the year, from 8am to 6pm.

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