

Childminder report

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| Inspection date | 8 August 2019 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|---|-------------------------|-----------------------------|----------|
| | Previous inspection: | Not applicable | |
| Effectiveness of leadership and management | | Requires improvement | 3 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Requires improvement | 3 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This is a provision that requires improvement

- The childminder does not ensure her knowledge is kept up to date or provide her assistant with effective support to understand her role and responsibilities, for instance being clear about what to do if the assistant has concerns about children's welfare, to help promote the quality of care for children.
- Although the childminder provides suitable opportunities for children to learn, these are not used as well as possible to extend children's learning and broaden their experiences.
- The childminder's self-evaluation is not thorough enough to help her identify all areas of weakness and address them quickly to improve benefits to children.

It has the following strengths

- The childminder makes regular and precise observations of children to identify their skills and abilities. She plans a range of experiences to address gaps in children's individual learning and focuses on what they need to learn next. This contributes to the good progress children make from their starting points.
- The childminder helps children to develop confidence in different social situations. For example, they join in group sessions to sing and share stories. Children are developing their emotional well-being and self-esteem in readiness for their future learning.
- The childminder and her assistant are positive role models and teach children to use good manners, to share and take turns. Children show consideration for others and their behaviour is good.
- The childminder shares appropriate information with parents about their children and her provision. She has regular discussions with parents about their child's learning and keeps them well informed about their child's day.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

| | Due date |
|--|------------|
| improve professional development to help better support her assistant so that she understands her roles and responsibilities better. | 13/09/2019 |

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

- extend opportunities to help enhance children's learning experiences to the next level
- develop robust evaluation of the provision and practice to support ongoing improvements.

Inspection activities

- The inspector viewed all the areas of the premises used for childminding and discussed safeguarding.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this had on children's learning.
- The inspector completed a joint observation with the childminder and evaluated children's learning. The inspector spoke with the childminder, her assistant and children throughout the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of persons living and working in the household.
- The inspector took into account the written views of parents.

Inspector
Marvet Gayle

Inspection findings

Effectiveness of leadership and management requires improvement

The childminder does not effectively reflect on and evaluate her practice and the quality of the provision. As a result, areas of weakness are not consistently identified and addressed quickly to help her raise the quality of service she provides. The childminder does not update her knowledge or provide robust support for her assistant in her role and responsibilities to improve performance and care for children. The childminder knows what to do if she has concerns about children's welfare. The childminder ensures all adults living and working in the household are suitable. Both the childminder and her assistant supervise children well and ensure the environment is safe. The childminder has a strong understanding of the adult-to-child ratio, which is clearly adhered to. She understands the requirements for leaving children with her assistant, which she implements well to promote children's safety. Safeguarding is effective. The childminder has regular communication with parents about their children. This helps her to build close partnerships and better understand the needs of children.

Quality of teaching, learning and assessment is good

The childminder actively encourages parents' involvement in their children's learning. For example, she regularly shares information about their children's day, their progress and next steps in learning so that parents can continue to support their children at home. The childminder and her assistant interact positively with children and skilfully support their communication and language skills as children play. For instance, they engage young children and babies in singing action rhymes. They provide suitable space for children to move about safely and explore confidently and independently.

Personal development, behaviour and welfare require improvement

The weaknesses in leadership and management impact the quality of support and care provided for children. However, the childminder and her assistant form close attachments to children. They are very caring and nurturing and provide a happy and homely environment. The childminder ensures her home is well organised and clear hygiene routines are established, including nappy changing. She keeps all children's belongings separate to help her identify them all. Items for children are appropriately cleaned and stored to promote children's health well. The childminder follows children's individual routines, which helps them to feel secure. For example, she recognises when children are becoming tired and provides suitable sleeping arrangements. The childminder provides regular opportunities for children to be physically active, both indoors and in her garden.

Outcomes for children are good

Children develop important skills for the future. For example, they are curious, enjoy exploring and concentrate well during activities. Children are very vocal and babble constantly, while older children repeat words and sounds. Babies move about, crawl and pull themselves up, while older children toddle confidently. Children are independent and build strong relationships.

Setting details

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| Unique reference number | EY553608 |
| Local authority | Kensington and Chelsea |
| Inspection number | 10115500 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Childminder |
| Age range of children | 0 - 1 |
| Total number of places | 5 |
| Number of children on roll | 5 |
| Date of previous inspection | Not applicable |

The childminder registered in 2017. She lives in Kensington, in the London Borough of Kensington and Chelsea. She works Monday to Friday from 7.30am until 6pm all year round. The childminder works with an assistant.

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