

# Childminder report

---

Inspection date:

26 September 2019

---

## **Overall effectiveness**

## **Requires improvement**

---

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## What is it like to attend this early years setting?

### The provision requires improvement

Children settle well and they appear happy in the childminder's care. Children display a strong sense of security and they move around freely to explore. The childminder has high expectations of children and she models positive behaviour for them to copy and learn. Children demonstrate positive attitudes to learning as they use a wide range of resources successfully. For example, they explore with musical instruments to create rhythms and sounds. Children develop their physical skills effectively. They learn to make small and large movements with their body and demonstrate good balance and coordination. The childminder's self-evaluation is not thorough and, as a result, she has not identified and addressed some weaknesses in her practice. For example, she fails to keep records of attendance for all children. However, the impact of this on children's safety is minimal because of the small number of children in her care, and she is able to give an account for the children who attend. Some recommendations to improve aspects of the childminder's good teaching were also identified.

### What does the early years setting do well and what does it need to do better?

- The childminder's own evaluation of her childminding service is not thorough enough. She has not identified or addressed some weaker aspects of the provision and, as a result, she is not meeting all the statutory requirements.
- The childminder fails to keep records of attendance for all children in her care. This is a breach of the statutory requirements. However, risks to children are low because of the small cohort and the fact that she is able to account for the children who attend.
- The childminder misses some opportunities to strengthen younger children's speaking skills. For example, she does not skilfully encourage them to repeat words and respond to questions in order to develop their speech and increase their vocabulary further.
- The childminder does not make use of some opportunities to support younger children to develop their confidence and to help them recognise their own achievements. For example, at times she does not offer praise to make them aware that they are doing well and to strengthen their self-esteem.
- The childminder observes and assesses children's learning well. She provides stimulating opportunities that meet individual children's interests. Children make good progress with their development, in relation to their starting points, and they acquire the skills required for future learning.
- The childminder arranges regular external visits to places such as the local park and playgroups for children to access a wide range of opportunities. Children enjoy physical play, for example using a climbing frame and riding a bicycle. They develop their social skills well through group activities with other children and learn to share resources.

- Children develop their skills as they curiously explore and experiment with resources on their own. For example, during a treasure basket activity, children learn through trial and error. They play with natural and sensory resources to create different sounds, and enjoy posting and sorting activities.
- Children develop their independence well. The childminder encourages them to manage small responsibilities on their own, such as washing their hands.
- The childminder works closely with parents to support children to develop good health. They provide healthy food for children to eat and they recognise the benefits to children's growth and development.
- The childminder welcomes feedback from parents about her service. She shares information with them regularly about their children's progress and suggests activities to extend children's learning at home.
- The childminder makes good use of opportunities such as training to maintain her professional development and to enhance her skills. She uses her new skills to support children to manage their feelings and sets clear boundaries to teach them right from wrong.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of child protection issues. For example, she is familiar with the signs and symptoms of abuse and neglect. The childminder has knowledge of the 'Prevent' duty and knows the signs that may indicate a child is at risk of being exposed to extreme views and actions. She is aware of the procedures to report any concerns and allegations to the relevant authorities. The childminder completes regular risk assessments of her home and for external trips to ensure children are safe. She makes children aware of how to keep themselves safe.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
keep accurate daily records of attendance for all children being cared for on the premises.	30/10/2019

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

- make better use of self-evaluation to promptly identify and address weaknesses in the provision, in order to meet all statutory requirements

- improve the teaching of younger children to develop their speaking skills and increase their vocabulary
- increase support for children to develop their confidence and make them aware of their achievements.

## Setting details

<b>Unique reference number</b>	EY462334
<b>Local authority</b>	Westminster
<b>Inspection number</b>	10075453
<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>	1 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	16 June 2016

## Information about this early years setting

The childminder registered in 2013 and lives in the London Borough of Westminster. She operates Monday to Friday from 8am until 6pm, throughout most of the year.

## Information about this inspection

### Inspector

Martina Mullings

### Inspection activities

- The inspector completed a learning walk with the childminder to discuss her organisation, aims and rationale for activities.
- The inspector held discussions with the childminder about her educational programmes, daily teaching and care practices.
- The inspector checked the childminder's paediatric first-aid training certificate, insurance policy and records of attendance.
- The inspector observed the quality of teaching and learning, and tracked the progress of children's development.
- The inspector completed a joint evaluation of an activity with the childminder.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019