

# Childminder report

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Inspection date: 31 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children settle well and they look forward to attending the childminding setting. Children form close attachments with the childminder and they welcome her support during their play. Children confidently explore with a wide range of resources and they demonstrate good concentration and positive attitudes to learning. Children make decisions and lead their play effectively. They enjoy role-play activities, such as dressing up in costumes and accessories, and they encourage the childminder to wear some of the items. This helps to develop their social skills as they share the resources. The childminder uses her observations of children's learning to plan interesting opportunities for them. She takes into consideration individual children's needs and she adapts the activities to ensure they are beneficial to each child. Subsequently, children make good progress with their development and they acquire the skills required for the next stages in their learning. For example, children develop their communication and language skills well and they grasp and handle different materials successfully. Children begin to manage their self-care skills, such as using the toilet and washing their hands. The childminder has high expectations of children's behaviour. She sets clear boundaries for them to develop a sense of right from wrong.

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

- The childminder assesses children's development well. She plans stimulating opportunities for them to enjoy and to build on what they already know. For example, during a sand activity, children develop their small muscles and coordination. They happily scoop the sand to cover small items and they use their imaginations well. The childminder encourages younger children to repeat new words and recite numbers in order to help increase their vocabulary and to introduce them to mathematics.
- The childminder maintains her professional development well. She uses her new skills to enhance the quality of teaching and learning. For example, the childminder interacts positively with children and she encourages them to babble and use words and actions to express themselves. Children listen attentively and demonstrate good understanding as they respond to simple instructions.
- Overall, the childminder ensures children have access to good opportunities to support their physical development. For instance, she arranges regular visits to the local park for them to experience large movements and to support their balance.
- The childminder supports children to develop their early literacy skills well. For example, she encourages them to sing along to nursery rhymes. She reads them stories and provides resources to practise making marks.
- Children develop their independence and confidence well. They willingly try new experiences and they are motivated to learn. Children value the childminder's

praise and they proudly show her what they do.

- The childminder encourages parents to provide healthy food for children to eat at the childminding setting. She makes children aware that eating healthy food helps them to grow.
- The childminder supports children to learn how to manage their feelings. For example, she encourages them to play cooperatively together and to take turns to use the resources. The childminder models positive behaviour for children to copy and learn.
- Parents speak positively about the childminding service. They praise the childminder's close relationships with them and the ongoing information that they receive about their child's learning and development.
- The childminder's own evaluation of the childminding service is effective. She welcomes feedback from parents and she continually reviews her practice to identify ways to improve children's learning. For example, she has strengthened the partnerships with parents and she shares information to help extend children's learning at home.
- The childminder does not consistently ensure children have sufficient space on the floor to move around during their play. In addition, she misses some opportunities to reinforce and develop further children's growing understanding of how to keep themselves safe.
- At times, the childminder does not ensure children transition between activities and routine tasks is smooth and effective. For example, children become restless while they wait a long time for their lunches.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder attends safeguarding training. She has a secure understanding of her responsibilities for safeguarding and protecting children in her care. The childminder is familiar with the signs and symptoms of child protection and wider safeguarding issues. She ensures parents are aware of her safeguarding policies and procedures so they know what to expect from her service and how to report any allegations against adults at the childminding setting. The childminder knows how to record and report any concerns about children's safety to the relevant authorities. She recognises the importance of supervising children, including when on outings, to keep them safe.

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

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

- ensure children consistently have sufficient space to move around freely and reinforce to them how to keep safe during their play
- minimise times when children have to wait for activities, such as mealtimes, to

avoid them becoming restless.

## Setting details

<b>Unique reference number</b>	EY464528
<b>Local authority</b>	Westminster
<b>Inspection number</b>	10075491
<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>	27 May 2016

## Information about this early years setting

The childminder registered in 2013. She lives in Queen's Park in the London Borough of Westminster. The childminder operates her service on Monday to Friday from 8am until 6pm, throughout most of the year. She holds a childcare qualification at level 6.

## 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 and her daily teaching and care practices.
- The inspector viewed 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.

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