

# Childminder report

---

Inspection date: 17 December 2019

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

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

### **The provision is outstanding**

The childminder provides an exceedingly warm, welcoming and homely environment where children settle quickly and feel secure. Despite the premises being on the third floor of the building, every opportunity is taken on a daily basis to enjoy the exciting surroundings of central London, and for the children to experience the local canal and park activities. Children establish excellent relationships with the childminder. They are confident and independent learners and display high levels of emotional well-being during play. The childminder is an extremely positive role model and has high expectations for children's behaviour. She implements highly effective behaviour management strategies which support children to have an excellent understanding of right from wrong from an early age. Children are kind and extremely polite. For example, young children say 'please' and 'thank you'. They thrive on the praise received from the childminder and respond with comments such as 'you're welcome' when she thanks them. Children play harmoniously together. They share toys and resources exceptionally well, with no disputes or conflicts.

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

- The childminder plans a rich and varied selection of well-organised activities across the curriculum which deeply engage and focus children for extremely long periods. Consequently, children make exceptional progress from their starting points. Children are curious and highly motivated to learn. For instance, they ask questions such as, 'Which is the sharp part of the knife?' or, 'Can I cut the pieces in half?' when engaged in cutting up their fruit for their snack.
- Partnerships with parents are very strong and highly effective. Parents are very complimentary about the setting and the childminder. They make comments such as, 'We are really impressed with the progress made', 'The childminder provides a safe environment' and, 'Communication is perfect'. The childminder shares children's learning, for example through daily journals, photographs and observations, and she values parental contributions towards children's learning.
- The childminder is highly reflective on her practice. She regularly evaluates her setting to make rapid changes and drive improvement, to ensure she is maintaining the highest standards for all children. For example, she recently attended training on the new ways that Ofsted inspects.
- Children who speak other languages at home make exceptional progress with their speech and language in English. The childminder provides a language-rich environment, with numerous opportunities for children to build on their wide vocabulary, especially through stories and rhymes. Young children use and understand complex words, such as 'carnivore' and 'camouflage', when talking about small-world animals during their play.
- Children develop a can-do approach and show exceptionally high levels of

independence, especially when preparing their food, tidying away the toys, or clambering up and down the stairs. From an early age, they independently manage their own personal needs, especially in relation to health and self-care. All children are extremely well prepared for their next stage in learning, and school.

- The children know the letters of their names and when drawing or painting they use pens and brushes with precision and care, demonstrating high levels of competency in their physical skills. When painting a 'light-up' Santa Claus, they independently come to the conclusion that blue and green makes yellow. The childminder places a strong emphasis on mathematics and, consequently, children make superb progress in this area. For example, when talking about the date, they can write the numbers 17 and 12. They count extremely confidently in sequence from one to 10, and compare the sizes of the scarves they have drawn for their Santa as being bigger or smaller.
- The childminder provides a wide range of opportunities for children to meet new people and talk about similarities and differences in the world. Children frequently visit the local toddler groups where they meet and engage with children from diverse backgrounds. They talk about Christmas and how it is celebrated in Hungary and Sweden where their families come from.
- The childminder's excellent teaching highly motivates children to remain involved, focused and engaged in all activities. The childminder skilfully supports children to develop their thinking skills. For example, while the children are spreading honey on their toast, she questions them about where the honey comes from, to encourage them to think for themselves. She refers to the outdoors when talking to them about the weather, and asks, 'Why are the windows cloudy?' Children knowledgeably answer, 'Because it's raining outside'.
- Children behave exceptionally well. They are aware of the behavioural expectations in the setting, which the childminder positively reinforces verbally, and love receiving stickers of praise.
- The childminder gets to know children and their families very well from the start. She has implemented a careful settling-in process where she learns about children's routines, background information, interests and likes and dislikes before parents leave children in her care. The childminder uses this information highly effectively to plan for and enhance children's learning experiences, so they make exceptional progress.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very broad knowledge of child protection issues, including wider safeguarding concerns. She can identify the signs and symptoms which may indicate that a child is at risk of harm and knows who to contact if she has concerns about a child's safety and welfare. She is fully aware of her role and responsibilities around safeguarding, including thorough risk assessments and being aware of what to do if an incident were to occur on their daily trips around central London. She frequently attends training to update her knowledge to keep

children safe and protected from harm. The childminder talks to older children about online safety and safe use of the internet, to help them develop an excellent understanding of staying safe.

## Setting details

<b>Unique reference number</b>	EY292739
<b>Local authority</b>	Westminster
<b>Inspection number</b>	10128426
<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>	3 to 10
<b>Total number of places</b>	8
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	23 June 2014

## Information about this early years setting

The childminder registered in 2004 and lives in Lisson Grove, in the London Borough of Westminster. She operates Monday to Friday, from 8am to 6pm, throughout the year, except for bank holidays. The childminder is in receipt of funding to provide free early education for children aged three years. She holds a degree in early years.

## Information about this inspection

### Inspector

Sandra Teacher

### Inspection activities

- The inspector viewed the areas of the childminder's home used by the children inside.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- Children's learning and developmental records were sampled and the inspector discussed the progress of two children.
- The inspector sampled written feedback from parents and spoke to parents present at the time of the inspection.
- The inspector completed a joint evaluation with the childminder to observe the quality of teaching.
- The inspector reviewed a range of documentation, including policies and procedures, certificates and the suitability checks of the childminder and those who live in the household.

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