

# Childminder report

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Inspection date: 7 January 2020

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

### The provision is good

Children are excited as they arrive and are greeted warmly by the childminder, her assistants and the other children. The childminder knows the children well and they demonstrate secure emotional attachments with her and the assistants. The childminder is knowledgeable about children's levels of development. She uses this insight to plan appropriate challenges that support children's progress. Overall, she matches activities to children's ages and interests effectively, and has high expectations of what children can achieve. Children thoroughly enjoy the time they spend outside the childminder's home. For example, they are confident and initiate their own play as they explore the different environments in the park. They make full use of the space to run and play active games, promoting their physical development. The childminder and her assistants are kind and responsive to the children's needs. Children demonstrate positive self-esteem when they are praised for being helpful and kind. They confidently communicate with visitors as they tell them what they are going to do next. The childminder consistently involves parents in the review of their children's ongoing progress. Parents appreciate that they are able to contribute towards setting goals to support the next steps in their children's learning.

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

- The childminder places a strong focus on developing children's language and communication skills. She listens to children and asks them questions to encourage their thinking and extend their contribution to the conversation. For example, children enjoyed finding and sounding out the letters of their names as they chose their water bottles.
- Children are encouraged to follow their own interests and are happy and motivated in their play. However, the poor organisation of resources in the main play area means that children have difficulty in finding what they want to play with. At times, this limits children's ability to enhance their independent play.
- Children experience regular and varied outdoor play. They enjoy visiting the play areas at the park under vigilant supervision. In particular, they have fun exploring in the 'forest garden'. The childminder and her assistants teach them to be careful not to disturb the creatures they find as they are encouraged to respect living things and this natural resource. This helps to ignite children's curiosity and encourages them to participate.
- The childminder and her assistants are successful in teaching children about how to keep themselves safe. For example, children are reminded to listen well when they line up to go from the sports pitch to the 'forest garden'. They learn to wait for the childminder to call their names as they walk together holding hands. This teaches children valuable skills in preparation for school.
- The childminder and her assistants are skilled at making sure all children are

included. They ensure that all children have enough interaction during larger-group activities, particularly those in the group who are quieter. As a result, all children are equally involved.

- Children have good opportunities to visit places within the community with the childminder and to explore new areas of interest. They learn about local support schemes that show compassion to those who need help, such as food banks. Children are learning to make a positive contribution by taking an active part in events such as this. For example, they counted out the money needed for their purchases for the food bank.
- Parents have positive views about the service the childminder provides. They comment on the stimulating and varied experiences their children enjoy. They also value her professionalism and the good support they receive.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has taken prompt action to address the areas raised for improvement at the last inspection. The childminder and her assistants have completed additional safeguarding training. They are confident and understand their role and responsibility to safeguard children. They know the procedures to follow and who to contact to report any concerns. The childminder maintains effective links with the local authority, and her safeguarding policies reflect the relevant local authority safeguarding procedures. This includes safer recruitment and reporting of any concerns, accidents and incidents. The childminder uses risk assessment well in her home and when on outings to keep children safe.

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

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

- enable children to have easier access to toys and resources so that they can make independent choices during their play.

## Setting details

<b>Unique reference number</b>	EY269356
<b>Local authority</b>	Westminster
<b>Inspection number</b>	10120247
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	5 August 2019

## Information about this early years setting

The childminder registered in 2004. She lives in the London Borough of Westminster. She operates from Monday to Friday all year round, except for bank holidays and family holidays. Sessions are from 8am to 6pm. The childminder works with assistants.

## Information about this inspection

### Inspector

Catherine Greene

### Inspection activities

- The childminder gave the inspector a tour of the premises and discussed how the different areas are used.
- The inspector had discussions with parents and took account of their views.
- The inspector talked to the childminder and her assistants about their recent training and the impact this has had on their practice and outcomes for children.
- The inspector accompanied the childminder and her assistants on an outing to the park. She completed a joint observation with the childminder and her assistants playing with the children. She held discussions with the childminder, her assistants and the children at appropriate times.
- The inspector and the childminder observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning and well-being.
- The inspector sampled a range of policies, procedures and children's records.

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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