

Childminder report

Inspection date: 15 January 2020

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
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. The childminder builds a positive relationship with parents. She is aware of the differing needs of all children and this helps in the settling process. The childminder gathers information about the individual care needs of children, and they feel safe and secure in her care. However, she does not gather information about children's starting points for learning when they first start to attend her provision. Consequently, the childminder lacks the knowledge to build on children's experiences, and children do not make good progress in their learning needs. Children know the routine and develop strong bonds with the childminder. They are warmly welcomed into the provision and they are excited to choose activities they want to play with. Children learn about simple technology. They use toys which create colours and music when they press the buttons, and are discovering how things work. The childminder engages in discussion with the children about their interests and experiences. She helps children to build sentences, encouraging them to explain and describe what they are doing. The childminder does not understand the early years foundation stage curriculum well enough to plan effectively for each child's individual learning. Therefore, children do not make good progress in their learning. The childminder is friendly and consistently promotes good behaviour. Children are self-confident, well behaved and listen to instructions.

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

- The childminder and children enjoy singing traditional nursery rhymes such as 'The wheels on the bus'. As they sing, children move their bodies to the rhythm of the music, and some of the children attempt to join in with actions. This helps to promote children's listening and communication skills. Children show good attention and concentration during this activity.
- Children enjoy outings, such as visits to playgroups, libraries, playgrounds and parks. They show interest in people and children from similar and different backgrounds. These outings promote children's sense of community and build their confidence and social skills when out in the wider world.
- The childminder talks to the children and parents about the importance of eating a range of healthy food and the impact this has on their body. She encourages parents to provide a healthy lunch for their own children, and provides the children with a variety of healthy snacks. Older children can independently feed themselves, while younger children attempt to eat without adult support. Younger children feel a sense of achievement when they feed themselves independently. The childminder gives the children appropriate praise for their perseverance and achievement.
- The childminder knows the children well and values their uniqueness, including children with special educational needs and or/disabilities and those who speak

English as an additional language. Sometimes, when children are distressed, the childminder offers them cuddles and is able to reassure them in their home language. Children are happy, settled and develop a strong attachment to the caring and attentive childminder.

- Parents have a close relationship with the childminder. They are very pleased with their children's behaviour and their confidence in new social situations. For example, a parent explained that his child now follows instructions when he visits the park. The childminder gives parents daily feedback about their children's day and advice on individual care needs. Parents are appreciative of the continuity of care their children receive.
- Children enjoy daily opportunities for fresh air and exercise. The childminder has outdoor space, with a range of toys and activities the children enjoy playing with. Children practise early mark making on boards, using a range of writing materials. This also helps to develop their imagination, creativity and physical skills.
- The childminder interacts and observes children during play. Children enjoy counting construction materials as they build towers. The childminder encourages them to talk about their models. However, she does not consistently include this information in ongoing assessments to identify levels of development in order to promote children's learning effectively.
- The childminder does not make best use of self-evaluation to identify areas for improvement and actions that need to be taken to benefit children. For example, although she attends the required mandatory training in safeguarding and first aid, she does not focus on professional development opportunities to improve further the quality of her teaching.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe. She has a secure knowledge of the signs and symptoms that identify a child may be at risk of abuse. Additionally, she knows the procedures to follow and the professionals to contact if she has any concerns. The childminder checks the premises to minimise potential risks and pays attention to all areas that children can access. She teaches children how to keep themselves safe to prevent them from having accidents. For example, children are learning why they need to tidy away toys and resources so they do not trip or fall.

What does the setting need to do to improve?

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

- encourage parents to contribute information to initial assessments of children's skills and knowledge, to enable planning to support children's learning from the

very start

- explore additional training opportunities to keep professional development up to date, to improve the quality of teaching so that children make good progress
- consistently use observations in ongoing assessment to support children's learning and development and help them make the best progress possible
- strengthen self-evaluation processes to identify areas for improvement, and address them to raise the quality of provision for children.

Setting details

Unique reference number	EY452954
Local authority	Kensington and Chelsea
Inspection number	10075273
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	5 April 2016

Information about this early years setting

The childminder registered in 2013. She lives in the Royal Borough of Kensington and Chelsea. She operates Monday to Friday from 7.30am to 6pm all year round, except during family holidays and bank holidays. She is in receipt of funding to provide free early years education for children aged two and three years. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Yemi Afolabi

Inspection activities

- The inspector and the childminder completed a learning walk to understand how the provision and curriculum are organised.
- A joint observation was carried out by the inspector and the childminder to observe the quality of teaching and learning.
- The inspector took account of the views of parents through written testimonials and conversations.
- The inspector looked at relevant documentation and evidence of the suitability of all persons living at the premises.
- The inspector tracked children's progress, and sampled learning and development 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2020