

Childminder report

Inspection date: 17 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 feel safe and secure at this friendly and welcoming setting. They have formed positive relationships with the childminder and are emotionally secure. They confidently play alongside the childminder and enjoy exploring toys and resources independently. The childminder knows all children very well and effectively identifies what they need to learn next. She monitors children's progress, quickly identifies any gaps in their learning or development and plans appropriate next steps to close those gaps. The childminder works closely with parents to help their children progress as much as they can. As a result, children make rapid progress in their learning and development. The childminder helps children to extend their vocabulary and promotes a love of reading. Children enjoy listening to the stories that they choose, while the childminder uses vocal expressions to keep children engaged and interested. The childminder is a positive role model for children. She teaches children about respect and behaviour boundaries. Overall, children behave well and develop in line with expectations for their age. Children benefit from regular visits to the local parks, library and other places of interest, where they learn about the wider community.

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

- The childminder has good knowledge and understanding of the early years foundation stage. She has addressed all previous actions to meet the requirements. She evaluates the quality of her provision and seeks parents' views to help her to enhance the service she provides.
- Children are free to move around two playrooms to play with and explore a range of available resources. They have opportunities to follow their own interests and to take part in planned activities. For example, after circle time, the childminder continues to read different books that children bring, until they decide to move to another activity. Activities like this help children to maintain their concentration, extend their vocabulary and be eager to learn. However, occasionally, the childminder does not give children enough time to think for themselves before providing them with an answer or asking the next question.
- The childminder plans a good range of activities that build on what children already know or give them new experiences. For example, she takes children on different outings every morning, including to various playgroups, parks, the library and other places of interest within the local community. Such activities help children to learn about differences and similarities in themselves and others and prepare them for their next steps in life.
- The childminder is vigilant and monitors what children do around her. This helps her to keep children safe and meet all children's needs. For example, older children enjoy listening to the childminder read stories as babies independently explore musical instruments, with the childminder observing closely, ready to

intervene if needed.

- Parents speak highly of the childminder and how well she supports children's learning and development. The childminder develops positive relationships with children's parents. She has implemented effective ways of communicating with them and shares their children's achievements daily. For example, parents report they like receiving texts and pictures of the activities children do throughout the day. In addition, the childminder has implemented a 'home book bag' scheme, where parents take a book for a week and read it at home. This also helps to maintain continuity of children's learning at the setting and at home.
- All children, including those who learn English as an additional language, make good progress in all areas of learning. However, the childminder does not provide enough opportunities for children to develop and use their home language in play and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended a safeguarding course to improve her understanding of all child protection matters. She can identify signs and symptoms which may indicate that a child is at risk of harm and knows what procedures to follow. The childminder is able to identify allegations, when presented with various scenarios, and has a clear knowledge and understanding of what procedure to follow if an allegation was made against her or any household member. She is also aware of wider safeguarding concerns and who to contact if concerned about a child or a family in her care.

What does the setting need to do to improve?

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

- provide more opportunities for children who speak English as an additional language to develop and use their home language in play and learning
- allow children more time to think before giving them an answer or asking the next question, so they learn to think for themselves.

Setting details

Unique reference number	EY538630
Local authority	Westminster
Inspection number	10119278
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 10
Total number of places	4
Number of children on roll	5
Date of previous inspection	29 July 2019

Information about this early years setting

The childminder registered in 2017 and lives in the London borough of Westminster. She provides flexible childcare during weekdays for most of the year. The childminder receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Nataliia Moroz

Inspection activities

- The inspector had a learning walk with the childminder and spoke about the activities she plans for children.
- The inspector observed the interactions between the childminder and children.
- The inspector had discussions with the childminder, children and some parents at appropriate times during the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector sampled required documentation, including suitability documents and some policies and procedures.

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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