

# Childminder report

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Inspection date: 7 February 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	Good
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## What is it like to attend this early years setting?

### The provision is good

Children benefit from the welcoming and nurturing learning environment the childminder provides. They feel safe and secure. Children develop strong attachments with the childminder, her assistant and their peers. Young children enjoy cuddles and sharing stories. Children gain a good understanding of language and communicate their needs confidently. The childminder has high expectations and is effective in supporting children to develop their skills, although she does not consistently monitor children's progress. She introduces new vocabulary, repeats words and phonic sounds and engages children in meaningful conversation. The childminder plans a variety of activities, which cover all seven areas of learning, are based on children's interests and take into account what they already know. This enables them to extend their learning and skills further. Children behave well, develop positive attitudes to their play and are eager to learn while playing with the childminder. For example, children happily engaged with the childminder when she joined them buying fruit at the market stall. Children make good progress and develop the skills they need for their next stage in learning. They benefit from the childminder's support and encouragement. This helps to build their self-esteem and gives them the confidence to try out new activities. However, the childminder does not routinely encourage children to do things for themselves. She exchanges information with parents about children's routines and suggests activities for home learning, to support children's continuity in learning and development.

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

- The childminder and her assistant demonstrate their good knowledge of how children develop. They provide a broad range of toys and resources to support children's learning across the curriculum areas. They incorporate children's interests into activities and build on what children need to learn next. Children are motivated to learn and show good concentration skills.
- Children make good progress in their learning. The childminder identifies children's next steps in learning and plans play to help their development. However, the childminder does not consistently track children's progress from their starting points as clearly and precisely as possible to promote the best possible outcomes.
- Children's communication and language skills are promoted extremely well. The childminder uses opportunities to model language effectively. She repeats words and encourages young children to copy her. The childminder provides commentary during play and uses clear language to support children's understanding. This helps children to extend their vocabulary and develop short sentences.
- The childminder has high expectations for children. She plans enjoyable and challenging activities, including a good balance of adult-led and child-initiated

play. She builds on what children can already do and extends their learning further. For example, during a painting activity, she encouraged children to make circular marks and lines, to support their early writing skills.

- Children have opportunities to increase their literacy skills to prepare them for the next stage of learning. The childminder and her assistant share stories and ask questions to confirm children's understanding. Children enthusiastically begin to recognise letters in their name.
- Children's mathematical skills are challenged during routines and activities. For example, children learn about size as they feed the babies and count different fruits at snack time.
- Children listen to the childminder and behave well. The childminder models positive behaviour, she talks to children in a calm manner and shows them respect. However, the childminder does not make the most of all opportunities to fully promote children's independence skills.
- The childminder promotes healthy lifestyles effectively. She works with parents to ensure children eat nutritious meals and snacks. They have water available to drink throughout the day. Children have daily access to local parks. The childminder organises trips to feed the squirrels and to the library. These support children in developing their physical and social skills and in learning about their local community.
- The childminder and her assistant are dedicated to their roles and have a positive attitude to making improvements. The childminder has addressed her previous recommendations to make changes to her practice. The childminder and her assistant regularly research information regarding changes to legislation, to improve their skills and knowledge.
- Parents are very complimentary about the childminder. For example, they say that she is very flexible and works to support them with any challenges arising in their children's development. Furthermore, they find the childminder approachable, knowledgeable, friendly and helpful.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has good, secure knowledge about how to protect children from harm and the procedure to follow if she has concerns regarding a child's welfare. She is clear about her roles and responsibilities with regard to keeping children safe. The childminder knows the procedure to follow should an allegation or complaint be made against her. She ensures her assistant is familiar with the procedures to follow should he be concerned about a child's welfare. The childminder risk assesses her home robustly and teaches children how to keep themselves safe when on outings.

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

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

- ensure the monitoring of children's progress is consistently assessed from their starting points and continues throughout their learning, so that any gaps can be closed quickly
- make the most of opportunities for children to do things for themselves, to fully develop their independence.

## Setting details

<b>Unique reference number</b>	EY246421
<b>Local authority</b>	Kensington and Chelsea
<b>Inspection number</b>	10073142
<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>	6
<b>Date of previous inspection</b>	21 June 2016

## Information about this early years setting

The childminder was registered in 2003 and lives in the London Borough of Kensington and Chelsea. She operates all year round, from 8.30am to 5.30pm, Monday to Thursday and from 8.30am to 1.30 pm on Friday, except for bank holidays and family holidays. She works with an assistant at various times.

## Information about this inspection

### Inspector

Tracey Murphy

### Inspection activities

- The inspector and childminder discussed children's learning and progress.
- The childminder and inspector completed a learning walk of the setting, to understand how the childminder organises the curriculum.
- The inspector observed the teaching of the childminder and her assistant during activities with the children.
- The inspector looked at a sample of documents, including parental feedback, safeguarding procedures and suitability checks.
- A meeting was held between the inspector, the childminder and her assistant.

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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