

Childminder report

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

The provision is good

Children display strong bonds with the childminder. They eagerly explore the opportunities available to them and choose from a range of activities, which are planned according to their current interests and next steps in learning. Children benefit from the childminder's good knowledge of their needs. They enjoy the activities that are adapted effectively for each child. For example, children took part in a painting activity and showed interest in playing with the bottles of paint. The childminder quickly involved them in making shakers using the bottles. Children enjoyed playing with the bottles throughout the day. Teaching is good. However, at times, the childminder moves too quickly to the next task. For example, she quickly mixed the paint for the children during the painting activity and created the shakers for them. There is capacity to allow more time for children to explore and learn new skills. Children enjoy being physical. They benefit from daily walks, visits to parks, playgrounds and playgroups. Partnerships with parents are good and children have continuous support between home and the childminder's house. Children behave well. However, when they display frustration, the childminder does not always talk to them about their feelings, to teach them to manage their own behaviour. The childminder is caring and children are happy in her care. Children make good progress in their learning.

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

- The childminder gets to know children and their families well. She offers a range of settling-in sessions and home visits. She uses these opportunities for parents to share information with her about their children. This helps her to plan her routines and activities to welcome the children.
- The childminder closely monitors children's progress. She has procedures for ongoing observations and assessments. The childminder tailors her planning for children according to their needs. For example, children show great interest in water play. She incorporates their next steps in development into activities involving water. The childminder knows children well and promotes their learning through play.
- The childminder works well with other settings that the children attend. She shares ongoing information with them to provide continued support for children.
- The childminder allows children to make choices during play. However, at times, she moves them too quickly from task to task. Children do not always have enough time to explore, learn and fully develop their skills.
- The childminder takes account of children's backgrounds when planning activities for them. Children have opportunities to learn about different cultural festivals. They visit their local community, museums and local events.
- The childminder is a good role model to children. She is calm and talks to them about manners. However, at times when children show frustration, she

occasionally misses opportunities to teach them how to manage their feelings and behaviour.

- The childminder teaches children about the importance of being healthy. Children wash their hands before meals and after outings and some activities. They learn the importance of drinking water and enjoy daily opportunities for fresh air. Children enjoy healthy snacks and meals.
- The childminder is reflective and works with parents to improve her service. She maintains links with the local authority advisory team and other childminders to share good practice. The childminder takes account of children's views through her planning and routines each day. Parents are happy with the quality of her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder takes part in regular safeguarding training, together with her assistant. She confidently talks about the possible signs of child abuse. She is confident about the steps to take should she become concerned that a child is being exposed to radical or extremist ideas. The childminder understands the process to make referrals of possible allegations against herself and/or other adults working with the children. She keeps her house safe for children and completes daily risk assessments of activities, play areas and outings. The childminder seeks permission from parents for each outing she goes on with the children, who learn about keeping safe. Children particularly enjoy learning about the safety instructions for the childminder's building, when arriving and leaving each day.

What does the setting need to do to improve?

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

- allow more time for children to explore activities before moving to the next task so that they have even more opportunities to learn and develop their skills
- take all opportunities to teach children about their own feelings so that they begin to understand how to manage their own behaviour.

Setting details

Unique reference number	EY296806
Local authority	Westminster
Inspection number	10143796
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	26 February 2016

Information about this early years setting

The childminder registered in 2005. She operates from Monday to Friday. Sessions are from 7am to 6pm, all year round. The childminder works with an assistant.

Information about this inspection

Inspector

Karinna Hemerling

Inspection activities

- The inspector had a tour of the areas of the childminder's home used for childminding.
- The childminder and the inspector discussed the activities and experiences that the childminder provides.
- A range of documentation was sampled, including training certificates and suitability checks.
- The inspector observed the childminder's interactions with children and assessed the impact on children's learning and development.

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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