

Childminder report

Inspection date: 13 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 have secure attachments with the childminder and her assistant, who provide a caring and welcoming environment. Children settle quickly and, overall, confidently explore the environment. However, they are not able to consistently explore resources fully. Children seek out the childminder during their play and go to her for comfort and reassurance. They feel safe and secure with her. The childminder is a good role model. She values and respects children's choices. This contributes to the harmonious environment that she creates and maintains for children in her home. Children respond to the childminder's positive praise and encouragement. They understand the routines and expectations at the setting. The childminder plans activities based on children's next steps in development. She ensures that she makes correct assessments of children's progress, identifying what they need to learn next. However, these are not consistently shared with parents. Nevertheless, children, including those who are learning English as an additional language, are making good progress. Overall, the childminder organises her environment well to provide activities planned to support children with their next stage of learning. The childminder and her assistant support children's language skills well. Children enjoy joining in with action rhymes. Opportunities to build on children's literacy skills are captured effectively by the childminder. Children enjoy choosing and listening to favourite stories that the childminder reads to them.

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

- The childminder and her assistant plan activities for children based on their interests. Children respond positively when they support them in their play. However, on occasions, the childminder does not enable children to independently explore and investigate resources to extend their understanding.
- The childminder and her assistant place a strong emphasis on children's personal, social and emotional development. They demonstrate a caring attitude and show children respect. Children are reminded about the rules in a gentle manner and learn what is expected of them. The childminder and her assistant use praise and encouragement, and reinforce good manners and sharing. Children behave well.
- Children benefit from the childminder's dedication to support them to become confident communicators. The childminder engages children in conversation, introduces new words and supports children to extend their sentences. For example, she offers visual cues to those children with limited language as they eagerly choose different rhymes during song time.
- Children's early literacy skills are supported well. Children listen attentively to stories and enjoy matching the animal props to the pictures in the book. Children enjoy trips to the library to choose books. This supports children to

enjoy stories and develop a love of books.

- The childminder introduces early mathematical language with children to develop their understanding of counting, shapes, colours and sizes. For example, she encourages children to count the trains on the track as they link them in order of size.
- The childminder and her assistant plan activities to support children's large-muscle skills. For instance, children enjoy playing in the ball pool and throwing balls at a target.
- Parents speak very highly of the childminder and her assistant, stating that their children are well cared for. The childminder shares daily information with parents. However, not all parents are aware of their children's next steps in learning. Consequently, they cannot contribute to their children's learning consistently and effectively.
- The childminder and her assistant provide children with daily opportunities for fresh air and physical development. They plan regular trips out in the local community to extend children's first-hand experiences. For example, they explore the local parks where they collect leaves and develop their physical skills. The childminder provides healthy snacks and meals, which helps to support children in making healthy choices.
- The childminder regularly updates her knowledge and skills through training. She is a good role model for her assistant. The childminder is extremely supportive of her assistant's continual professional development, meeting regularly to discuss her role.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant keep their knowledge up to date and regularly complete safeguarding training. The childminder understands her responsibility to keep children safe. She knows the processes to follow and the professionals to inform if she has any concerns about a child's welfare. The childminder knows the procedure to follow should an allegation or complaint be made against her or her assistant. Ongoing support from the childminder ensures that the assistant remains alert to her responsibility to keep children safe. The childminder understands her responsibility to ensure her assistant's suitability. She regularly completes safety checks to ensure children are safe in the home.

What does the setting need to do to improve?

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

- ensure that children have opportunities to fully investigate and explore their chosen activity
- share children's next steps with parents to create more opportunities for them to

contribute actively to their children's learning.

Setting details

Unique reference number	EY311572
Local authority	Westminster
Inspection number	10073556
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 5
Total number of places	6
Number of children on roll	9
Date of previous inspection	9 March 2016

Information about this early years setting

The childminder registered in 2005. She lives in the London Borough of Westminster. The childminder cares for children from 8am to 6pm, Monday to Friday, throughout most of the year. She works with an assistant.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- The childminder and the inspector completed a learning walk and discussed how the curriculum is planned and organised.
- The inspector observed an activity and discussed the quality of teaching with the childminder.
- Parents' written feedback was considered by the inspector.
- The inspector observed the childminder and her assistant as they interacted with children and discussed their progress.
- The inspector looked at documentation, including qualifications, recruitment and suitability checks for all members of the household.

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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