

Childminder report

Inspection date: 12 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

The childminder and her assistant provide a welcoming and homely environment where children feel safe and secure. Children develop strong attachments with the childminder and she provides them with comfort and reassurance. Young babies regularly check in with the childminder and her assistant to enjoy cuddles. Children enthusiastically explore the environment and eagerly participate in the activities on offer. They confidently make independent choices in their play. Children eagerly play together and wait for their turn during physical activities. The childminder and her assistant skilfully engage as the children play, and they use opportunities well, overall, to extend children's learning. However, on occasion, opportunities are missed to develop children's mathematical skills.

Children concentrate well. They develop their fine motor skills as they practise cutting the pages from magazines to make a collage about feelings and caring for each other. The childminder and her assistant are ambitious and have high overall expectations of children. They plan activities to support them with their next stage of learning. Children make good progress, including those who speak English as an additional language. The childminder and her assistant support children's language skills well. Children enjoy joining in with action rhymes during the morning routine. However, the childminder does not always give enough time for children to form answers when she asks them a question before moving on to the next.

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

- The childminder and her assistant regularly observe and monitor children's progress as they play. They use this information generally well across all areas of the curriculum. This helps them to get to know the children well and plan their next steps in learning.
- The childminder and her assistant place a strong emphasis on children's personal, social and emotional development. They demonstrate caring attitudes and show children respect. Children remind each other about the rules in a gentle manner. For example, they often tell each other that 'sharing is caring', while playing with resources. The childminder and her assistant use praise and encouragement and reinforce good manners and sharing. Children behave well.
- The childminder introduces some early mathematical language with the children, such as shapes and positional language. However, at times, she does not encourage children's counting skills as they play. For example, opportunities are missed to support children's counting as they make ice cream and soup during role play.
- Overall, children benefit from the childminder's passion to support them to become confident communicators. She engages children in conversations, introduces new words and supports children to extend their sentences. For

example, children confidently remember and talk about past experiences they have had with the childminder.

- The childminder and her assistant interact generally well with the children, who are motivated to learn and engage fully in activities. The childminder is affectionate and gentle in her approach. She promotes children's communication skills well, overall. For example, she introduces new vocabulary and repeats words to promote younger children's language skills. However, she does not always give children sufficient time to think about and share their responses to questions.
- Children's early literacy skills are supported well. Children listen attentively to stories and enjoy describing the pictures. Older children enjoy having props to support their favourite stories and they recognise the letters and sounds of letters in their name. Younger children enjoy exploring textured books. Children enjoy trips to the library to share books.
- Parents speak very highly of the childminder and her assistant, stating that their children have made good progress in their development. The childminder shares daily information and ongoing assessments with parents, including through an online journal.
- The childminder and her assistant provide children with daily opportunities for fresh air and physical development. They use the garden to develop children's physical skills and plan regular trips out in the local community to extend children's first-hand experiences. For example, children learn to take risks on climbing equipment at the local park. The childminder has recently gained the Healthy Early Years London Bronze award. She works hard with parents to promote health and well-being which helps to support children in making healthy choices.
- The childminder and her assistant regularly update their knowledge and skills through training. The childminder is a good role model for her assistant. She 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 her 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:

- strengthen opportunities for children to develop their mathematical skills, particularly counting and number recognition
- offer children sufficient time to think about their responses to questions and to share their ideas fully.

Setting details

Unique reference number	EY281430
Local authority	Westminster
Inspection number	10073353
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	10 March 2016

Information about this early years setting

The childminder registered in 2004. She provides care in the Bayswater area in the City of Westminster. The childminder holds a National Vocational Qualification at level 3 in children's care, learning and development. She provides care from 8am to 6pm daily, throughout the year, except during family holidays. The childminder works with an assistant on Tuesday and Wednesday, term time only.

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 activities and discussed the quality of teaching with the childminder.
- Parents' written feedback was considered.
- The inspector observed the childminder and her assistant as they interacted with children and discussed their progress.
- The inspector looked at 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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