

Childminder report

Inspection date:

10 February 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Met

What is it like to attend this early years setting?

The provision requires improvement

Children benefit from a range of outings. These include visits to museums, the theatre, parks and playgroups. Children enjoy these activities and talk confidently to visitors about them as they look through photographs. The childminder has not reflected on her practice to improve her understanding and enhance teaching. She has not completed the progress check for children aged between two and three years and provided their parents with a written summary. Overall, the childminder reviews the achievements of children reasonably well. She plans activities spontaneously on the day. However, the lack of careful forward planning means she misses opportunities to focus teaching and challenge children to broaden their learning fully. The childminder has close relationships with the children and their families. Children benefit from regular exercise and fresh air as part of the daily routine. For example, they enjoy walks to the park and visit soft-play centres where they learn to climb and jump safely. The childminder has procedures to help ensure that children are safe in her setting, such as teaching them about fire evacuation. She has high expectations for children's behaviour. Children understand the rules and boundaries and behave well.

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

- The childminder has not kept up to date with some aspects of the early years foundation stage requirements or current inspection processes and procedures. There are gaps in her knowledge. She has not completed an assessment for children between the age of two and three years. Although the childminder knows what children can do, she does not use this to focus her planning and ensure activities are challenging enough to secure progression in all areas of learning.
- Children enjoy completing jigsaws. The childminder explains how to sort the jigsaw pieces to find the ones that make the outer edge. Children find matching pieces and successfully join them together. The childminder uses positional language and asks questions such as, 'Is that the piece behind the cloud? Can you turn it round?' Children learn how to match and sort and they use some mathematical language. The childminder makes the children giggle when she says she is going to put the last piece in and they shout, 'No'.
- Children enjoy singing. During snack, they made a link in their learning; when pushing their fingers into a satsuma to peel it, they burst into a song about their fingers.
- The childminder supports children's independence. Children show this when they manage to get in and out of their favourite dressing-up costumes and find resources they want to play with. Children manage their personal needs. This is evident when they tell the childminder they need to use the toilet, and wash and dry their hands afterwards.

- The childminder provides many opportunities for children to find out about the wider world. She takes them to places of interest, such as the Transport Museum and the theatre. Children recall these visits and speak positively about their experiences. For example, they talk about the story of Tom who had a hole in his pocket and lost his silver bell, and how his sister found it in a box under the Christmas tree.
- The quality of teaching is inconsistent and, as a result, learning opportunities are missed. The childminder does not ensure that activities provide sufficient challenge and stimulation for children to help them progress. For example, this was evident during a cooking activity. She did not give clear explanations or ask children questions to explore their ideas, such as why the mixture rises in the oven or how many cake cases they had to fill.
- Children benefit from spending time in the community. They develop friendships at the playgroups they visit and learn social skills, such as taking turns.
- Children display high levels of confidence and self-esteem. The childminder encourages children to talk about their families. They talk happily about their grandparents and the country they live in, and reflect on the different lives they lead.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended appropriate training to ensure she keeps her safeguarding knowledge up to date. She knows what to do if someone makes an allegation against her or a member of the household. The childminder understands how to keep children safe in her home and to supervise them closely when out in the community. She recognises the signs which may indicate that children are at risk of abuse or neglect, or being exposed to radical and extreme views and behaviours. The childminder knows the procedures for reporting concerns about children's welfare.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve knowledge of the required progress check at age two and ensure a short written summary of children's development in the prime areas is provided to parents before children are three years old.	05/03/2020

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

- improve focus on professional development to understand the requirements of the early years foundation stage and supporting guidance about the inspection process and procedures
- plan challenging activities to build on what children know and to extend their learning.

Setting details

Unique reference number	105767
Local authority	Kensington and Chelsea
Inspection number	10120690
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 4
Total number of places	6
Number of children on roll	1
Date of previous inspection	26 July 2016

Information about this early years setting

The childminder registered in 1989. She lives in the Royal Borough of Kensington and Chelsea. The childminder offers flexible care Monday to Friday, from 8.30am to 6pm, all year round.

Information about this inspection

Inspector

Ruth George

Inspection activities

- The inspector observed the interactions between the childminder and children, and discussed the quality of teaching and learning.
- The inspector read references from parents and took account of their views.
- The inspector looked at documentation, including the childminder's qualifications.
- The inspector evaluated the childminder's understanding of safeguarding.
- The childminder and the inspector evaluated the effectiveness of an activity together.

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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