

# Childminder report

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Inspection date: 6 March 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 experience close, warm relationships with the childminder. They rapidly build strong bonds and this supports their well-being and good behaviour. Younger children settle quickly, enjoy being cuddled and show that they feel safe and secure. Children are happy. For instance, they cheerfully wave and say hello to unfamiliar adults. Children receive praise and encouragement, and this helps to promote good manners and respect for others. They play and explore in a safe and secure environment. Children are confident learners. They enjoy playing with the childminder as they investigate toys and resources. The childminder wants all children to make good progress in their learning and development. Overall, she plans activities to support all areas of learning. For instance, young children enjoy exploring play dough with their fingers and this helps to promote their good physical and sensory skills. Children enjoy learning about the world around them. The childminder makes good use of the local and wider community. Children go on daily visits to local parks and playgroups, which helps to promote their good social skills.

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

- Children play in a welcoming and friendly environment. They receive lots of attention. Young children show enthusiasm and good concentration when sharing picture books. They enjoy snuggling up with the childminder, looking at the pictures and turning the pages.
- Children have good attitudes to learning and enjoy exploring the activities provided. They use their imagination in their play. For instance, they enjoyed cuddling dolls as they pretended to get them ready for sleep.
- The childminder establishes effective relationships with parents and other providers. She gathers information when children first start and this supports children's emotional well-being. Parents share information about their children's learning at home, which supports continuity in their learning and development.
- The childminder provides suitable opportunities for children to be creative. For example, children hum their favourite nursery rhymes and imitate actions. Young children are fully engaged as they flap their arms and move their bodies to the music. This helps to foster their good coordination and early literacy skills. All children learn skills needed for their next stages of their development and the move to nursery and school.
- Overall, the childminder has a good understanding of how children learn and develop. She plans activities based on children's interests. She observes and assesses children in their play and uses the information gained to plan for further learning. However, the childminder misses some opportunities to develop children's independence skills. For instance, there are times when teaching is not adapted to allow children to make choices about their play, and when the

childminder carries out tasks that children could do for themselves.

- The childminder reflects on her practice. She has discussions with colleagues about how she is progressing and what improvements are required. She uses this feedback to improve her provision. For example, the childminder has identified that the development of children's phonic skills should be an area for development.
- The childminder keeps up to date with developments in the early years by attending training, with the aim of enhancing her expertise and raising her teaching to the highest level.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding, including child protection and wider responsibilities such as the 'Prevent' duty. For instance, she knows the signs and symptoms which may indicate that a child is at risk of harm. The childminder is vigilant and knows precisely what to do should she have any concerns about a child's welfare. She completes relevant training to refresh her safeguarding knowledge. She regularly assesses the risks in her immediate environment and for the outings that children attend. Children are very well protected. The childminder talks to older children about online safety and the safe use of the internet.

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

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

- develop ways to promote children's early reading skills.
- offer children more opportunities to make choices in their learning and development to promote their independence.

## Setting details

<b>Unique reference number</b>	EY286074
<b>Local authority</b>	Westminster
<b>Inspection number</b>	10073394
<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 at time of inspection</b>	0 to 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	29 March 2016

## Information about this early years setting

The childminder registered in 2004 and lives in the London Borough of Westminster. She operates from 8am to 6.30pm, Monday to Friday, all year round. The childminder holds a relevant childcare qualification.

## Information about this inspection

### Inspector

Vicky Forbes

### Inspection activities

- The inspector had a learning tour of the premises and the areas used to care for children.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector jointly evaluated an activity with the childminder. The inspector held discussions with the childminder during the inspection.
- The inspector looked at a selection of documents, including evidence of suitability.
- The inspector took account of the written views of parents, received on the day of the inspection.

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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