

Childminder report

Inspection date: 11 August 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children settle quickly in the childminder's care. They show they feel safe and secure as they confidently explore their surroundings. Children grow in confidence and are excited to play and learn. Children behave well. They are active and, overall, enthusiastic learners and enjoy their time with the childminder. Children make good progress from their starting points and are keen to find out new things. They develop independence for learning, for example as they select resources to play with. Overall, the childminder's interactions help children build on what they know and can do. The childminder takes children on regular outings that supports them to develop their physical and social skills. These experiences help to form foundations for future experiences, such as starting pre-school or school. The childminder supports children's communication skills well and implements effective strategies to help children to develop speech and language. For instance, she repeats words and when talking with children, mirrors the things they say. She teaches them new words effectively. For example, as young children look at books with her, she introduces words, such as 'open, close', and animal names to help extend their vocabulary and understanding of language.

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

- Overall, the childminder has designed her curriculum effectively, to help offer children a wide range of experiences that reflect children's interests and individual needs. For example, she has started to take children on outings to various places within the community, as local restrictions imposed by the COVID-19 (coronavirus) pandemic are lifted. This helps to develop children's confidence and social skills.
- Children excitedly listen to rhymes with the childminder. They practise their physical skills as they show an interest in moving to music and enjoy copying actions made by the childminder. In addition, they repeat words they hear in the rhymes, helping their developing language skills further.
- The childminder knows children well and works with parents effectively. She gets to know what children can already do from parents when they first start. Overall, she uses this knowledge well, together with her own observations of children, to help identify children's next steps in learning, which she shares with parents. This helps continuity of care and is a complementary approach to children's learning.
- The childminder is very attentive to the personal care of the children. She is incredibly patient and supportive of children's developing needs. She is quick to recognise when children may be hungry, tired or in need of a cuddle, and responds well to their individual requirements.
- The childminder assesses the progress that children make, which helps her to identify potential gaps in children's learning and provide additional support when

needed. However, she does not always plan activities with a clear intent on children's learning in mind, to help children remain engaged and make the best possible progress.

- The childminder interprets the youngest children's wants and needs successfully as they communicate with her through gestures and words. She encourages children to practise their handling skills, for example through building towers with bricks and turning pages of books themselves.
- The childminder has continued to update her knowledge in line with changes to guidance and legislation. She has completed the required training, along with other research, to help her good practice. This supports children well in their learning journey.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends training to help keep her knowledge of safeguarding up to date. She has a good understanding of her responsibility to keep children safe. She is confident about who to report concerns about children's welfare to. This helps children remain safe in her care. In addition, the childminder completes regular risk assessments to help ensure that her home is safe for children.

What does the setting need to do to improve?

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

- strengthen planning to ensure activities have a clearer intent to help children to be more engaged in activities and make exceptional progress.
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Setting details

Unique reference number	105767
Local authority	Kensington and Chelsea
Inspection number	10147105
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	10 February 2020

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

Claire Boparai

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector and the childminder completed a learning walk together. They discussed how the childminder plans her curriculum and works in partnership with parents.
- The inspector observed the childminder's interactions with children as they played and engaged with her.
- The inspector sampled relevant documentation with the childminder to ensure that the childminder is compliant with the requirements of the early years foundation stage.

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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