

Childminder report

Inspection date: 24 March 2022

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 settle happily with the childminder ready to start their day. At the start of the session, parents are invited to join their children for story and song time. This creates a gentle start to the day. Children form affectionate and positive relationships with the childminder and her assistants. Children make choices about their learning from the range of activities available to them. They play with a wide selection of age and developmentally appropriate resources. The childminder has high expectations for all children, and they make good progress in her care. Children who are limited in their play are expertly supported by the childminder to access other resources and learning opportunities. This ensures that all children fully access the whole curriculum and gain the confidence to try new experiences.

Children behave well most of the time. Sometimes, the childminder and her assistants have to gently remind children of the rules, such as to share toys or not run indoors. Children respond positively to this calm approach. They apologise to their friends and change their behaviour. This contributes to the children's strong understanding of right and wrong and the high level of respect they show others. Children demonstrate that they feel safe and secure in the care of the childminder and her assistants. They engage fully with their learning, make positive choices, laugh, have fun and make friends.

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

- The childminder divides her time between her home and a local community hall in response to childcare needs she has identified in the community. She is proactive in informing parents about the funded early years education entitlement and encourages them to apply. The childminder promotes her provision through local networks and with the local authority. This means the childminder supports a diverse group of families to access the childcare best suited for their child in an inclusive, welcoming setting.
- The childminder makes incisive, well-considered decisions about the activities she provides, using resources that are well cared for. The environment is regularly risk assessed and kept clean and well maintained. Children learn to contribute by helping to tidy up and look after the toys they play with.
- Throughout the day, the childminder models good practice to her assistants to ensure children get the best possible support. For example, the childminder demonstrates how to deliver an exciting and engaging story session. This helps ensure her assistants are constantly improving their practice and skills.
- Adults skilfully introduce mathematical language into their conversations with children. For example, they count scoops of sand at the sand tray, and they describe different heights as children build towers of bricks. As a result, children start to use mathematical language independently throughout the day.

- Children eat healthy snacks and meals at the table with their friends. At snack time, they learn to cut up their fruit. The childminder prepares a healthy, home-cooked lunch that everyone can enjoy. The childminder and her assistants engage children in conversation at the table. Children enjoy social, healthy and vocabulary rich mealtimes together.
- The childminder works closely with parents to develop individual approaches to every child's learning plan. All children are very well supported to achieve their learning goals. Parents are very pleased with the care their children receive, and they highly recommend the childminder. They say the childminder goes 'above and beyond' what is expected.
- Children with special educational needs and/or disabilities (SEND) are exceptionally well supported. The childminder secures funding available for children with SEND to improve her skills and provide additional resources. This enables these children to make rapid progress from their starting points. The childminder works in effective partnership with other professionals to help all children reach their potential.
- Children have access to a large outdoor area next to the hall. However, this area is a communal garden and not for the sole use of the childminder and the children she cares for. The childminder has plans to create more play opportunities outside to complement the high-quality indoor learning environment.
- The childminder evaluates her practice well and has a strong vision for her setting. This enables her to continually make improvements. The childminder regularly updates her skills and knowledge, for example, through training and research. The childminder supports her assistants to access training opportunities to help them improve their professional practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants are knowledgeable about child protection and safeguarding issues. They attend the required safeguarding training and keep it up to date. They know the signs and symptoms that might indicate a child is at risk of abuse and neglect, including female genital mutilation, and are well informed about the 'Prevent' duty. The childminder and her assistants know who to report to if they have any concerns about the welfare of a child. The childminder carries out regular risk assessments on her home and in the community hall to reduce any hazards. This helps her to promote children's safety and welfare to the highest level.

What does the setting need to do to improve?

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

- extend opportunities in the outside area so that children can develop a wide range of skills as they play, explore and continue their learning outdoors.

Setting details

Unique reference number	EY430572
Local authority	Westminster
Inspection number	10074841
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 4
Total number of places	9
Number of children on roll	9
Date of previous inspection	5 February 2016

Information about this early years setting

The childminder registered in 2011 and lives in Victoria, in the London Borough of Westminster. She works with two childcare assistants. The childminder operates from 8am to 4pm, Monday to Friday, all year round. The childminder operates from a local community hall two days a week.

Information about this inspection

Inspector

Trina Lynskey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk to understand how the curriculum is organised.
- The inspector spoke with children and the childcare assistants at appropriate times during the inspection to take account of their views.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact this has on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- A number of parents spoke to the inspector and their views were taken into account.

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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