

Childminder report

Inspection date: 27 April 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children form warm relationships with the childminder and show that they feel happy, safe and secure. They enjoy snuggling up together to listen to stories with her. Children access a wide selection of books. The childminder considers children's interests and learning needs when she provides activities. Children have interesting and enjoyable days with the childminder. They have frequent opportunities to explore and learn about the natural world, living things and life cycles. For instance, children excitedly talk about the butterfly garden which the childminder has provided and the cocoons growing inside there.

Children behave well. The childminder understands how some events may cause them to feel unsettled. She provides reassurance and understanding for children at times of change. The childminder has high expectations for children, who learn to do things for themselves. Children take pride in their achievements and those of their peers. For example, children excitedly inform the childminder when their friends wash their hands 'all by themselves'. Children gain a good understanding of healthy lifestyles. The childminder talks to them about the importance of brushing their teeth. Since the COVID-19 pandemic began, parents no longer enter the setting. However, the childminder ensures that she provides opportunities every day to exchange information with them.

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

- The childminder helps children to develop good communication, language and literacy skills. For example, she reads a variety of stories to children and teaches them new words. Babies pull themselves up to stand on her shoulder and are fully included. The childminder listens to children's comments and questions children effectively to enhance learning. Children comment on the stories they enjoy while they play. They remember the repeated refrains in traditional stories. The childminder sings songs and nursery rhymes with children to help them to develop an awareness of rhyme and rhythm. This supports their knowledge of sounds and phonics in preparation for school.
- Children learn about the wider world on their frequent outings. The childminder networks well with other childminders, which gives children good opportunities to socialise with others. Additionally, they plan activities together to help children gain an understanding of the world and community.
- The childminder provides good opportunities for children to explore their fascinations. Children concentrate well. They become engrossed in positioning the open-ended resources she provides. Children develop a strong understanding of mathematics. Babies say 'round' among their first words, as they rotate a dial on their activity board. Children have a strong grasp of numbers up to five. They comment, for example, on the number of objects they

can see, without having to count them.

- Children learn to keep themselves safe and healthy in the home. For example, they know the actions to take if they hear an alarm sound in the building. They demonstrate an excellent handwashing technique, as they remind themselves to clean between the fingers. The childminder talks to children about stranger danger and discusses with parents the importance of digital safety.
- Partnerships with parents are strong. The childminder keeps parents well informed about their children's progress. Parents' written comments demonstrate their satisfaction with the childminder and the progress their children are making in the setting. For example, parents comment on how their children's language and concentration have vastly improved in the childminder's care.
- The childminder is experienced and knowledgeable about how children learn. She knows the steps to take to make children with special educational needs and/or disabilities feel welcome to attend the setting. The childminder completes a range of courses to improve her skills. She ensures that she is up to date with any developments that have an impact on her childminding practice. She has formed effective links with other settings that the children attend. However, occasionally, the childminder lacks confidence in sharing her professional knowledge about children's learning with them to ensure the highest standards of care and education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of her role and responsibility in relation to child protection and safeguarding. She has all statutory policies in place and has clear procedures in the event of a safeguarding concern. The childminder understands her child protection procedures, including broader safeguarding issues that may have an impact on children. The childminder has an appropriate understanding of the possible signs that a child may be at risk of harm or abuse. She knows how to respond if an allegation is made against her. The childminder maintains accurate records of attendance and records relating to children's health.

What does the setting need to do to improve?

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

- enhance partnerships with other early years providers to share professional knowledge about children's learning.

Setting details

Unique reference number	105795
Local authority	Kensington and Chelsea
Inspection number	10138055
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	1 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	18 May 2016

Information about this early years setting

The childminder registered in 1995. She lives in North Kensington, in the Royal Borough of Kensington and Chelsea. She operates for most of the year, from 8am until 4pm on two days each week. The childminder holds a level 3 childcare qualification.

Information about this inspection

Inspector

Elizabeth Shack

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 inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation of an activity and held discussions with the childminder. The inspector observed children and spoke with them at appropriate times during the inspection.
- The inspector looked at a sample of documents and certificates.
- The inspector took account of the views of parents through written feedback.

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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