

Childminder report

Inspection date: 26 May 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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder offers a welcoming and homely environment where children feel happy, safe and secure. Effective settling-in procedures are in place and children quickly form strong attachments with the childminder. Children smile as they arrive at the setting and separate well from their carers. They settle instantly with the childminder.

Children behave very well. The childminder is a positive role model and has high expectations of children's behaviour. She is quick to remind children of her expectations when they forget. For example, when children cough, the childminder gently reminds them that they must put their hands in front of their mouths, so that they do not spread germs. There are clear rules, boundaries and routines in place. Children show respect for their environment and others by tidying up their toys before moving on to the next activity.

The childminder provides children with healthy snacks and nutritious home-cooked meals. Children enjoy eating fruits and make healthy choices, such as wanting to eat strawberries and mango. Partnerships with parents are good. Parents describe how nurturing and affectionate the childminder is. They speak about the excellent communication and value the regular daily feedback which they receive.

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

- The childminder teaches children to learn tasks, such as dressing, going to the toilet, and washing and drying their hands independently. Children are confident at taking off their coats and shoes. This means that children are learning to be independent and confident learners.
- The childminder uses opportunities such as preparing their snack, to teach children how to use knives safely. Children talk about cooking and why they cannot touch the oven as it becomes 'too hot'. The childminder discusses how it is important to hold hands when they go out on outings. Children learn how to keep themselves and others safe.
- The childminder knows the children in her care well and can confidently talk about the progress which they have made. She plans a wide range of age-appropriate activities which are exciting and engaging. This supports and prepares children for the next stages in their learning. However, on occasions, the childminder does not fully extend and challenge children's learning, to help them to achieve the best possible outcomes.
- Children are motivated and curious to learn. They take opportunities to develop and lead their own play and follow their interests. Children show an interest in music and sounds, and use wooden sticks to bang on jars and buckets. They experiment making lots of different sounds. The childminder supports this and

sings familiar songs, which the children join in with. This helps children to feel positive about their learning.

- The childminder supports children's speech and language development effectively. She engages children in regular conversations throughout the day to extend and build on their communication skills. The childminder speaks clearly and uses repetition of language to help children to say words correctly.
- The childminder takes children on regular outings to the park and local groups. Children participate in singing and craft activities. This provides opportunities for children to interact with others and develop their social skills further.
- The childminder plans opportunities for children to strengthen the muscles in their hands. Children use cutlery at mealtimes. They pinch, squash, stretch, pull and flatten play dough with their hands. Children use jugs and cups to pour water. They use chalks, pens and pencils to make marks on paper. This helps them to be well prepared for writing.
- The childminder has high expectations and works hard to achieve the best outcomes for the children that she cares for. The childminder works with parents to address any concerns with children's learning and development. Children who may be disadvantaged and those children who speak English as an additional language make good progress.
- The childminder undertakes further training to support her professional development. She has recently attended a course on supporting children's emotional well-being. This has had a positive impact on children's social and emotional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the signs and symptoms which indicate when a child is at risk of harm, including signs of safeguarding concerns, such as the 'Prevent' duty. She regularly attends training to keep her knowledge up to date and knows who to contact should she have any concerns. The childminder carries out daily risk assessments before children arrive and keeps the premises clean and tidy. She closely supervises children to minimise risks. The childminder maintains appropriate records to ensure the safety and well-being of the children.

What does the setting need to do to improve?

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

- strengthen interactions with children to ensure that they are challenged to learn as much as possible.

Setting details

Unique reference number	EY309616
Local authority	Kensington and Chelsea
Inspection number	10120670
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 6
Total number of places	6
Number of children on roll	3
Date of previous inspection	29 June 2016

Information about this early years setting

The childminder registered in 2005. She lives in North Kensington, in the Royal Borough of Kensington and Chelsea. She operates for most of the year, from 8am to 6pm, Monday to Friday. The childminder holds a relevant childminding qualification at level 3.

Information about this inspection

Inspector

Nelam Pooni

Inspection activities

- This was the first routine inspection the childminder 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 childminder.
- The inspector spoke with the childminder at convenient times during the inspection.
- The inspector observed the quality of education and had discussions with the childminder about what she wants children to learn.
- The inspector viewed areas of the home used for childminding.
- The inspector spoke with parents and gathered their views about the experiences of the setting. The inspector also viewed written feedback from parents.
- The inspector tracked children's experiences and discussed the findings with the childminder.
- The inspector checked suitability documentation for the childminder and household members, along with the first-aid certificate.

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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