

Childminder report

Inspection date: 14 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children settle well into the childminder's home. They demonstrate that they feel safe and secure in this comfortable and home-from-home environment. Children access the resources which they want to play with, listen to instructions and behave well throughout the day. The childminder's respectful and polite children are often present in the home during parts of the day, and children develop positive relationships with them. Children benefit from being part of this family-focused environment. They form strong bonds with the cheerful and affectionate childminder.

The childminder has high expectations for children's learning and behaviour. She is a positive role model and gently reminds children of her expectations when they need support. Children are familiar with the daily routine, which includes healthy food, restful sleep and plenty of playtime. Children apply themselves fully to their learning and the childminder has clear learning goals for every child.

Children enjoy opportunities to visit local places in the community. The childminder recognises the importance of these experiences to develop children's understanding of the world around them. Children make good progress and gain the skills which they need for the next steps in their learning.

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

- Children enjoy a mix of planned activities and opportunities for self-directed learning. The childminder plans messy play, craft, story and singing sessions, which help children to focus and develop their interests. At other times, children choose the resources which they want to play with from low shelves that they can access independently. This helps children to make good progress in their learning.
- The childminder makes good use of amenities in the area. Children visit local parks and playgrounds to get plenty of outdoor exercise. The childminder meets other childminders, so that children can enjoy larger group activities. This helps to develop their social skills.
- Overall, children make good progress in their speech and language development. The childminder generally supports children to gain the vocabulary they need to become confident communicators. However, she does not consistently extend children's vocabulary further by using more descriptive language.
- The childminder observes children as they play. This gives her an excellent understanding of what they know and can do. The childminder completes a comprehensive health and development review when children are aged between two and three years. She shares the review with parents to ensure that they are

informed about their children's progress and can access any support they need.

- The childminder speaks gently to children and encourages them to have a go at activities. Children develop confidence and respond with big smiles when the childminder praises their efforts. This helps children to enjoy their learning and take pride in their achievements.
- Children learn to do things for themselves from a young age. Babies sit alongside the childminder with a basin of water, and learn to wash their hands and use a cloth to wash their faces. The childminder supports older children on a step to use the sink, while the oldest children can independently wash their hands and faces. This cumulative learning approach helps children to develop a range of independent self-care skills.
- Parents provide a healthy packed lunch for their children. The childminder ensures that children drink plenty of water throughout the day and she provides healthy snacks. Children learn about healthy lifestyles. This prepares them well to make positive choices about their well-being in the future.
- The childminder communicates effectively with parents to help them to continue their children's learning at home. She works closely with parents to support their children, such as with behaviour management and establishing healthy routines. This helps to ensure continuity for children.
- The childminder regularly reflects on her provision and the impact her teaching has on children's attainment. She accesses training to further her knowledge and understanding of early childhood development. This helps her to support children to achieve their learning goals.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to recognise the signs and indicators of abuse. She has a clear understanding of how she would manage concerns. The childminder keeps her knowledge of child protection up to date through regular training and information provided by other professionals. She is aware of child protection issues, such as exploitation, extremism and radicalisation. The childminder knows the local procedure to follow if there were any allegations against her or a member of her household. She supervises children well and regularly risk assesses her home. The childminder addresses any identified hazards swiftly. Children learn about road safety when they are walking in the local area.

What does the setting need to do to improve?

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

- boost children's vocabulary even further, such as by introducing more descriptive language.

Setting details

Unique reference number	2504341
Local authority	Westminster
Inspection number	10207738
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in the London Borough of Westminster. She operates all year round 8am until 6pm, Monday to Friday. The childminder accepts early education funding for children aged two, three and four years old.

Information about this inspection

Inspector

Trina Lynskey

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 setting.
- The childminder took the inspector on a learning walk, and talked to her about how she organises her provision and her curriculum.
- The inspector observed an activity and evaluated this with the childminder.
- During the inspection, the inspector spoke to the childminder and children at appropriate times.
- The inspector observed the interactions between the childminder and children, and discussed their progress.
- The childminder provided the inspector with a sample of key documentation on request.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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