

Childminder report

Inspection date:

14 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

The childminder provides a home-from-home setting where children are happy and settled. She recognises when children need reassurance and offers them cuddles. Children develop secure and close bonds with the childminder. Children benefit from playing with the wide range of resources and activities the childminder offers. She plans her curriculum around the children's interests and what she wants them to learn next. This helps children make good progress in their learning. Babies enjoy making sounds with musical instruments. They watch and listen as the childminder uses different instruments. The childminder uses good eye contact, facial expressions and repetitive language to engage the babies in their play. This helps promote children's self-confidence and social skills.

The childminder plans for regular outings with the children, including to a community garden, soft-play areas and for walks. For example, children look for birds, animals and boats when completing a trail along the canal. This helps to widen children's experiences in their local community and to develop their physical skills. The childminder provides healthy snacks and meals throughout the day. They learn about healthy food and how to care for their teeth. For example, children learn about keeping their teeth clean through activities and stories.

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

- During the COVID-19 pandemic, the childminder has kept in regular contact with parents and provided ideas for activities at home. The childminder recognises the impact that the pandemic has had on some children's experiences, such as with personal, social and emotional development. For example, she expresses a keen interest in appropriate courses to extend her skills and support individual children.
- The childminder offers flexible induction periods to support children to settle into the setting. When children first start, she gathers detailed information from parents to gain a clear understanding of what children know and can already do. New babies settle really well, as she puts into practice their individual care routines to help them feel safe and secure.
- She plans suitable learning experiences to help children make progress. For example, babies are encouraged to carry out moving and stretching activities to help them build on the strength in their muscles to prepare them for walking.
- The childminder gets to know the children very well and incorporates their interests into their play and learning. She collates photos, which are sent to parents, and sends detailed messages outlining how their children have spent their day, highlighting 'wow' moments. This has a positive impact on children's sense of belonging, self-esteem and creativity.
- Babies seek out the childminder when they need reassurance and comfort. The

childminder is quick to respond to them and knows how to support to the needs of individual children. This helps children to feel secure and to have good levels of well-being.

- Children learn new words and explore meaning during play, both in English and French. The childminder understands what the children know. She can talk about their learning and progress with confidence. Babies' and younger children's early communication skills are well supported.
- The childminder works very hard to maintain and develop her own practice. She takes time to seek out new training. She attends local networking groups and responds quickly to changes and updates in the sector. The childminder is motivated to read, review and reflect on these changes to improve the service she provides.
- The childminder has developed an ambitious curriculum for the children who attend. She can talk about what they can do, what she wants them to learn, how she will do this and why. She makes good use of the latest technology to keep and share effective records and documents. However, the curriculum does not fully include opportunities for the children and their families to learn and understand the risks when using digital technology, and where to get support if they need it.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good general knowledge of safeguarding and knows the procedures to follow should she have concerns about a child. She completes regular training to keep her knowledge up to date. The childminder ensures her home is a safe environment for children. She completes regular checks, ensuring any risks are minimised so it is safe for the children. She closely supervises the children and teaches them to keep themselves safe, including taking into account any adaptations for food allergies. The childminder maintains all required documentation. For example, she records children's attendance and keeps records of any accidents or first aid she administers to children. The childminder shares this information with parents.

What does the setting need to do to improve?

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

- extend children's personal development by including opportunities for them to begin to understand the risks when using digital technology.

Setting details

Unique reference number	EY315830
Local authority	Westminster
Inspection number	10073586
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	17 March 2016

Information about this early years setting

The childminder registered in 2005. She works in the Kilburn Park area of the London Borough of Westminster. The childminding service operates daily, throughout the year. She holds an appropriate childminding qualification. At present, there are no funded children on roll.

Information about this inspection

Inspector

Sandra Teacher

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 childminder and has taken that into account in their evaluation of the setting.
- A learning walk was carried out with the childminder to discuss the curriculum intent and how the provision is organised.
- The inspector observed interactions between the childminder and children and evaluated the quality of education being provided.
- Parents shared their views and the inspector took these into account.
- A range of documents were viewed, including suitability checks and paediatric first-aid certificates.

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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