

Childminder report

Inspection date: 21 October 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children have fun and thrive in this welcoming setting. They happily engage with and settle quickly into activities the childminder has planned through her curriculum. Children show that they feel safe and secure in the childminder's care. They enjoy a variety of exciting activities, including outdoor activities within the local community the childminder has introduced them to. Children engage for long periods of time, developing their creative skills at playdough activities. The childminder and her assistant take on the roles that children provide for them as they make playdough figures, offering support and guidance where needed, with enthusiasm. Children flourish under her calm, kind and friendly care. They take pride in their achievements and benefit from the praise and encouragement the childminder and her assistant provide. This helps to build children's self-esteem and confidence.

Children behave well. They play together cooperatively, building secure relationships with the childminder. Children appreciate the childminder's support, which helps them to become confident learners. They are motivated to learn and display high levels of concentration. Children are accustomed to the routines of the day. For example, they eagerly help to pack the outings bag with equipment they want to use for the trip to the gardens. Children enjoy joining in with familiar phrases in stories as the childminder reads.

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

- The childminder finds out from parents about their children's routines and abilities before they start at the setting. She uses this and information she gathers from other settings the children attend to plan good-quality care and education. The childminder has high expectations for the children she cares for. She plans based on what children are interested in as well as themes to extend their learning. This helps her to plan and implement a curriculum that builds on children's skills in a way that suits each child. All children are well prepared for the next stage of their learning.
- Children's language is well supported overall. The childminder uses eye contact with children and speaks clearly. She introduces new words to extend children's vocabulary. She regularly asks questions and encourages children to join in when reading a story; this helps to extend children's vocabulary and their understanding. However, on occasion, she does not question children to help them to develop their thinking skills further and share their ideas.
- The childminder introduces early mathematical concepts into everyday activities. Children use mathematical language as they tell the childminder she can have the 'big' sausage when rolling the playdough, and on the swings at the play park, they are 'higher' and touching the bushes when on the swings.

- Children enjoy being outdoors at local parks and gardens, exploring their local community and having a healthy lifestyle. Children enjoy regular trips to local parks to use climbing equipment and develop their physical skills further.
- The childminder prepares children for their next stage of learning. They eagerly use chalk to make marks and help the childminder draw a hopscotch game in the garden. This helps to develop their small hand muscles and support early writing skills.
- Partnership with parents is strong. The childminder shares information with parents about activities they can do to support their child's learning at home. Children benefit from this shared approach, which helps them to be successful. Parents are very pleased with the care their children receive and the progress they make in their learning. They speak highly of the childminder and her assistant and the nurturing care and exciting activities they offer to the children.
- The childminder reflects on her practice to identify ways to improve the support for children's learning. For example, she completes training and independent research that puts children at the heart of their own learning, with activities, resources and experiences to develop their curiosity and enhance their learning. However, she has not established a training program to support her assistant's knowledge and skills fully.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her safeguarding responsibilities, including supporting her assistant to understand their role. She knows the procedures to follow, should she have any concerns about children or if there is an allegation made against her or her assistant. The childminder is vigilant about the signs that may indicate a child is at risk of harm. She completes regular training to keep her knowledge up to date. She is aware of issues that may compromise children's welfare, such as the effects of radicalisation and domestic abuse. The childminder supervises children well. She regularly assesses safety in her home and on trips to remove or reduce any risks.

What does the setting need to do to improve?

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

- strengthen questioning techniques to encourage children to think and share ideas to enhance their learning
- develop a program of professional development for her assistant to enhance their knowledge and skills further.

Setting details

Unique reference number	105782
Local authority	Kensington and Chelsea
Inspection number	10234048
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 6
Total number of places	4
Number of children on roll	3
Date of previous inspection	25 October 2016

Information about this early years setting

The childminder registered in 1994 and lives in a second floor flat in Sloane Square, in the London Borough of Kensington and Chelsea. The childminder works each weekday from 8am to 6pm, all year round, except for family holidays and bank holidays. The childminder has a childcare qualification at level 3 and works with her husband, who is her assistant.

Information about this inspection

Inspector

Tracey Murphy

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 this into account in her evaluation of the provider.
- The childminder showed the inspector the areas she uses for childminding. They discussed the early years curriculum and how the childminder organises her provision for children.
- The inspector observed the quality of education and evaluated the impact on children's learning.
- The inspector observed interactions between the childminder, her assistant and the children.
- The inspector took account of parents' written feedback to find out about their experiences with the childminder.
- The childminder ensured that her documents were available for the inspector to view, including her paediatric first-aid qualification and showing the suitability of her assistant.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2022