

Childminder report

Inspection date: 2 December 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	Good
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What is it like to attend this early years setting?

The provision is good

When children arrive at the childminder's home she greets them with a smile and a warm hug. They are clearly very happy to see her. She takes them into the playroom, in which she has already set up their favourite activities, and they immediately start to play. Her secure knowledge of the children is based on her ongoing observations and assessments of their learning and development needs. This helps her plan activities that engage them and focus on what they need to do next. Children make good progress. For example, babies enjoy playing with musical instruments and banging metal pots with wooden sticks to make loud sounds. The childminder gives them soft toys as well. They quickly realise the toys don't make any sound and return to using the sticks.

The childminder has high expectations for all the children she cares for. They appear confident and fiercely independent. They choose resources themselves from a wide selection and move around the playroom freely. She skilfully intervenes to extend their learning, providing lots of positive praise and encouragement. Behaviour is good. Even the youngest children are beginning to understand the childminder's expectations and recognise what they must do when moving from one activity to another. This helps them feel safe and secure.

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

- The childminder is very experienced. She understands how to support young children's development effectively. Her curriculum focuses on the prime areas of learning in the early years foundation stage. Activities are varied and provide lots of meaningful hands-on experiences. She knows that children learn best when they are actively involved.
- The childminder makes sure children have many opportunities to practise and improve their skills. She knows when to provide support and when to stand back and let the children, 'have a go'. For example, children who are learning to stand on their own are given equipment to help them. They look to the childminder for support and instead she says: 'Come on. You can do it yourself.' They smile at her and then pull themselves up successfully.
- Communication and language provision is good. The childminder models the use of simple words and phrases, speaking slowly and clearly so the children understand her. She asks questions and describes what they are doing, encouraging them to use their own words. Babies respond confidently, babbling their answers.
- Physical development is a focus. Outside, children have many opportunities to develop their large physical skills. They can climb on the climbing frames, pedal the wheeled vehicles and throw and kick the balls. Inside, they develop their hand muscles by playing with small toys and connecting the pieces of a puzzle.

- Children with special educational needs and/or disabilities are very well supported by the childminder. She swiftly identifies children who may have specific needs, putting targeted plans in place to close any gaps. She works closely with parents and other agencies involved in their care to ensure support is consistent.
- The childminder takes her professional development seriously. She makes sure her knowledge and skills are always up to date by undertaking a wide range of training. She is aware that continual improvement is important. She regularly evaluates her provision, seeking feedback from parents and children to inform any changes she decides to make.
- Parents praise the childminder's care and commitment. They comment on her kind, cheerful nature and the positive impact this has on their children. They appreciate the regular updates they receive about what their children have been doing and find the daily handover discussions very useful. However, these focus on children's care needs, rather than their learning and development. The childminder does not yet discuss their children's development and next steps in more detail, to improve parent's understanding of their children's needs and how they can further support their work at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her safeguarding responsibilities. She knows what to do if she has any concerns about a child's welfare and acknowledges the importance of taking prompt action to help protect children. She completes regular training, ensuring she remains up to date with safeguarding requirements and any changes in legislation. The childminder supervises children very well and ensures that her home is safe and risk free. She carries out regular risk assessments, helping her identify and remove possible hazards, to keep children safe. All required documentation and records are in place.

What does the setting need to do to improve?

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

- provide more detailed learning and development information to parents and improve their understanding of their children's needs, further supporting children's learning at home.

Setting details

Unique reference number	135235
Local authority	Westminster
Inspection number	10234173
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	8
Date of previous inspection	16 February 2017

Information about this early years setting

The childminder registered in 1995. She lives in the St John's Wood area in the London Borough of Westminster. The childminder works from 8.30am to 6.00pm each weekday, throughout most of the year.

Information about this inspection

Inspector
Paul Church

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 provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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