

Childminder report

Inspection date: 5 January 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

The childminder is skilled at providing an extremely nurturing environment for children of different ages. Children are highly settled, confident, and show that they have secure attachments with the childminder. They receive immediate responses from her when they wish to play or need help with what they are doing. They know that she is by their side and that they can go to her and get reassurance. The childminder is sensitive to children's individual needs and skilfully creates a calm but active learning environment. As a result, young children show that they feel completely happy and safe.

The childminder has extremely high expectations for children. She ensures that children can easily follow their interests and choose what they want to play with. She constantly reviews children's developmental stages, and plans purposeful next steps in their learning based on their interests. Children show intense concentration and perseverance and explore freely, as they quickly learn and gain new skills. Excellent experiences are provided for children to support them to develop their knowledge about the world around them. Children regularly visit local parks and playgroups to mix and socialise with other children. They develop their curiosity about nature and show enthusiasm as they explore. During outings, they enjoy the sensory discovery of different sounds and textures as they run and jump with great joy through the muddy grass, and point out the aeroplanes and birds in the sky.

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

- The childminder knows the children and their developmental stages exceptionally well. This enables her to plan for children's next stages of learning with absolute confidence, that this is targeting what children need to learn next. This helps them to make rapid progress in their learning.
- The childminder is dedicated to ensuring that all children, including those with special educational needs and/or disabilities make excellent progress. She is skilful at identifying when children require more specialist input. She understands what she needs to do to ensure that children receive the right support at the earliest opportunity. She has strong links with other professionals, and regularly shares ideas about improving teaching experiences for children.
- The childminder uses ongoing professional development opportunities to continually improve her care and teaching skills. She is committed to furthering her professional development. She is self-motivated and implements her learning to improve outcomes for children. She continually identifies areas to develop, so she can improve her knowledge and skills to benefit all children.
- The childminder teaches children to develop excellent early communication and language skills. She introduces new words through the use of familiar stories, and remodels language so that children learn correct pronunciation. She listens

closely to children when they communicate. She talks to children with extremely good expression and gives them clear directions, so they know what to expect next. For example, she tells them when it is nearly time to leave the park to head home for lunch. This has resulted in children making significant progress in communicating their needs and learning new words.

- During physical play children are confident to move their bodies and explore. The childminder supervises children very closely while confidently allowing children to take controlled risks. She does this with supportive reassurance and by encouraging children to keep trying, so that they develop resilience to any minor setbacks. Children have highly positive attitudes to joining in and they develop an excellent early awareness of themselves and others. The childminder skilfully models play to support their confidence to negotiate, cooperate with others and communicate their needs. Children show unquestionably secure levels of emotional and physical well-being as a result.
- The childminder ensures that children are extremely well prepared for their move to nursery or school. She knows the local area very well, and makes sure that she liaises with nurseries, schools and parents to support children's smooth transition. She prioritises learning to encourage children to develop skills, including developing their concentration and reinforcing their independence. Children from a young age learn to manage their personal care confidently.
- The childminder successfully shares her assessment of children's progress to inform her planning of what children need to learn next with parents. Parents' feedback is entirely positive; they greatly value the communication from the childminder, which helps them fully to encourage and support their children's learning at home.
- The childminder actively teaches children how to respect each other and enthusiastically celebrates their individuality. She is such a positive role model teaching children at all times about sharing and being kind. With her positive reinforcement, children develop a highly positive sense of themselves and others

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an extremely secure understanding of how to safeguard children. She ensures that she keeps her safeguarding knowledge current through training, and remains vigilant of any changes to safeguarding and child protection guidance. She is fully aware of the signs and symptoms that could indicate a child was at risk of harm. The childminder is highly confident about the procedures to follow in the event of concerns about a child or the behaviour of any adults, and when to report these to the appropriate professionals. The childminder follows clear risk assessments for all aspects of her provision including for outings, in order to keep children safe at all times.

Setting details

Unique reference number	EY368293
Local authority	Westminster
Inspection number	10235180
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 0
Total number of places	6
Number of children on roll	1
Date of previous inspection	7 March 2017

Information about this early years setting

The childminder registered in 2008. She works alongside a registered childminder at her address, in the London Borough of Westminster. The childminder operates Monday to Friday, from 9am until 6pm, for most of the year.

Information about this inspection

Inspector

Catherine Greene

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 inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children and accompanied them on an outing to the park.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector looked at relevant documentation, including safeguarding procedures and evidence of relevant training.

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 2023