

Childminder report

Inspection date: 27 April 2023

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

The childminder creates a warm, nurturing environment that helps children to feel safe and secure. Children are extremely happy and enjoy the time that they spend with the childminder. They build secure relationships with the childminder and are independent and confident. For instance, younger children eagerly explore their environment and select the toys and resources they want to play with. Children behave very well. Young children are gently supported by the childminder to understand simple instructions. The childminder treats children with kindness and provides consistent praise and encouragement. This promotes children's emotional well-being superbly.

The childminder supports children's speech and language skills well. For instance, as children play, the childminder joins in and talks about what they are doing and what they want to do next. The childminder introduces and repeats words and speaks clearly to young children to help to extend their vocabulary. All children, including those who speak English as an additional language, make good progress in their communication and language. The childminder provides suitably challenging experiences to help children to develop their hand-to-eye coordination and concentration skills. For example, children enjoy posting objects into a container as they take turns with the childminder. The childminder encourages children to solve problems while completing shape puzzles. Children develop good memory skills and name shapes and colours. Through stories, toys and resources, the childminder teaches children to be respectful to people who are different from themselves.

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

- The childminder's teaching is of a good standard. She carefully assesses where children are in their learning and plans for their next stage of development. The childminder provides a good range of stimulating play resources and planned activities. Young children explore and investigate with curiosity. They are intrigued by play dough and learn to handle rollers and shape cutters. The childminder monitors children's progress regularly to ensure that they continue to make good progress.
- Partnerships with parents are well established. The childminder keeps them fully informed about their children's development on a daily basis. She exchanges information with parents about children's learning at home. However, the childminder does not engage parents as well as possible when gathering information about children's initial stages of development when they first start.
- The childminder has high expectations of what young children can do. For instance, she supports children's imagination skills effectively, such as when they explore with musical instruments and the contents of treasure baskets. The

childminder supports children's early mathematics equally well. For example, she counts objects when reading and introduces language relating to size, shape and colour.

- Children learn good personal hygiene practices. For instance, they wash their hands after messy play and before meals. Children have daily opportunities for fresh air and exercise. The childminder plans enjoyable visits to the local parks, woodland walks, museums and children's theatres. Children thoroughly enjoy developing their physical skills, such as when running, climbing and balancing.
- The childminder supports children's interest in books and love for reading. She has an extensive range of age-appropriate books that reflect diversity and inclusion. The childminder reads to children throughout the day and effectively supports them to learn the names of a range of animals and characters. Children are eager and well motivated to learn. These attitudes prepare them well for their next stage of learning.
- The childminder places a priority on her continued professional development to enhance her knowledge and skills. She has completed a range of relevant training to improve the quality of her teaching and outcomes for children. Links with other early years professionals are equally good and help to ensure consistency in children's learning and development.
- The childminder has started to make evaluations of her practice. However, she does not always encourage parents and children to share their views or ideas, to further strengthen the self-evaluation process.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility in protecting children from the risk of harm. She knows the local referral procedures to follow if she has a concern about a child. The childminder keeps her child protection knowledge up to date and implements robust safeguarding procedures. She has thorough risk assessments in place and completes daily checks of her home to ensure that it is safe and suitable for children to use. The childminder supervises young children closely and teaches them how to keep themselves safe, such as learning how to walk safely indoors and when using apparatus in the park.

What does the setting need to do to improve?

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

- gain more detailed information from parents about children's abilities when they first start
- develop the self-evaluation process even further and include the views of parents and children to help to plan continuous improvement.

Setting details

Unique reference number	2622126
Local authority	Kensington and Chelsea
Inspection number	10281068
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 6
Total number of places	4
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Kensington, in the Royal Borough of Kensington and Chelsea. She offers care from 7.30am to 7pm, throughout most of the year. The childminder closes for bank holidays and family holidays.

Information about this inspection

Inspector

Rubina Nijabat

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.
- The childminder and the inspector discussed how the childminder organises their early years setting, including the aims and rationale for the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and children.
- The inspector completed a joint evaluation of an activity with the childminder.

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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