

# Childminder report

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Inspection date: 13 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

Children form strong attachments to the childminder in her warm and homely environment. Her nurturing approach allows children to feel safe and secure, and she gives them support when needed. For example, when a child becomes upset, the childminder is quick to offer reassuring cuddles to comfort them. She ensures that there are many resources available to children, inside and outside, such as fixing together giant pieces of puzzle or playing with large trucks. This helps to support their independent choices and collaborative play. Children enjoy sharing books together, which develops a love of early reading. For example, they listen to the book 'Tyrannosaurus Drip' and talk about their favourite story. The childminder uses lots of expression as she points to the words and the pictures to the children.

Children go out on daily outings, such as to local parks where they have many opportunities to be physical. For example, they can run, climb up the slides and help each other on the swings. This helps to develop children's gross motor skills, such as body balance and coordination.

Children attend different activities in the local area. They visit children's groups, markets and the library. This helps children to have knowledge of their diverse community and develops their confidence in their surroundings.

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

- Partnership with parents is strong. Parents give lots of praise for the childminder, such as how caring she is to their children. They are delighted that she takes the children out to different 'natural environments' and gives them lots of real-life experiences. The childminder has a flexible approach to meeting the individual needs of families. She gathers detailed information from parents about what children know and can do when they first start. She talks to them regularly about children's achievements. The parents and the childminder work together and share what the children are learning at home.
- Children enjoy learning about nature. For example, they are interested in the grasses, snails and stones that they see. Children notice small ladybirds and wonder where they come from or point to flying bees. They plant tomatoes and strawberries and watch them grow in the garden.
- Generally, children behave well. The childminder promotes kindness and encourages children to take care of each other when sharing proves a little tricky. The childminder has put some strategies in place to support children's feelings and emotions. For instance, the childminder spends time at children's eye level and talks to them about their behaviour and how it affects others.
- The childminder understands the importance of observing and assessing children on a regular basis. She uses this knowledge and information to identify the next

steps for children and to plan a curriculum that supports their learning and development.

- The childminder has effective systems for identifying any gaps in children's learning and has a good understanding of the professionals she may need to contact if children require additional support. The childminder is developing relationships with other providers to share knowledge of the children and to support their transitions and ensure continuity of their learning, for example, when they move to school or attend a pre-school or a nursery.
- The childminder supports children's communication and language development well. She narrates what children are doing and adds names to objects in their play. This means that children are building their vocabulary. However, the childminder does not always use her interactions during activities with the children to extend their thinking and to challenge them even further.
- The childminder constantly reflects on the quality of the service she provides. She enjoys attending training to support the children in her care to make good progress. For example, she joins childminders' forums, which are arranged by the local authority, to keep herself informed.
- Children are supported with their own self-care and hygiene to feed themselves and help prepare snack, such as making a sandwich. The childminder offers encouragement and praise, stepping in when required. As a result, children develop their abilities and confidence in what they do, building pride in their accomplishments.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has robust policies in place to safeguard children. She has a good knowledge of all aspects of safeguarding and the procedures to follow should she become concerned about a child's welfare. She has attended safeguarding training to keep her knowledge up to date. She carries out regular risk assessments to ensure that her home is clean, safe and hygienic for children. The childminder has maintained first-aid training to help her deal with any emergencies involving children. She teaches children how to keep safe and be aware of risks. She has a fire evacuation plan in case of fire.

## What does the setting need to do to improve?

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

- strengthen interactions with children to extend their thinking and learning skills to the highest level.

## Setting details

<b>Unique reference number</b>	105777
<b>Local authority</b>	Kensington and Chelsea
<b>Inspection number</b>	10286029
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	3 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	30 October 2017

## Information about this early years setting

The childminder registered in 1996 and lives in Notting Hill, within the Royal Borough of Kensington and Chelsea. She operates all year round, from 8.30am to 5pm, Monday to Friday. She holds an early years qualification at level 3.

## Information about this inspection

### Inspector

Linda Lockie

### 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 showed the inspector around the areas of her home that are used by the children and explained how she supports children's learning and development.
- The inspector and the childminder evaluated an activity together.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector took account of parents' written and spoken comments.
- 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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