

Childminder report

Inspection date: 13 March 2024

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

Children feel happy and secure in the care of this friendly childminder. They clearly enjoy the childminder's company and playing with her, sharing laughs and enjoying cuddles.

The childminder builds her well-thought-out curriculum around children's individual needs and interests. As a result, children are engaged and demonstrate a positive attitude to learning. They are settled and quickly become engrossed in their favourite games. For example, they concentrate for long periods of time investigating what happens as they turn, twist and push buttons to control a pop-up toy.

Children behave well. They listen to the childminder and then help her when she says it is time to put the toys away. The childminder is a positive role model and encourages children to use good manners and say 'please' and 'thank you' at appropriate times. Children benefit from the childminder's regular praise for their achievements and efforts. This helps to support their self-esteem.

Children have access to a wide range of learning opportunities in the local area and wider community. The childminder takes children on trips to the park, farms and museums. This helps children to meet new children and people different to themselves. This also supports children to develop their social skills and their understanding of the world.

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

- The childminder places an emphasis on supporting children's physical development. Children spend plenty of time outside in the fresh air and being active. The childminder provides children with ample opportunities to climb, run and swing. Children enjoy playing with balls. They confidently throw and kick the ball back and forth to the childminder, showing great coordination for their age.
- The childminder has a flexible settling-in process for children where parents stay and play with their children. She uses the information she gathers from parents, alongside her own observations and assessments, to identify children's next step in learning. As a result, children make good progress in all areas of learning.
- Parents are happy with the setting and value the information the childminder shares with them about their children's progress. They describe her as an 'excellent communicator'. Parents praise the learning experiences and the warm environment that the childminder provides. They comment that she treats their children like they were her own and that they could not ask for a better childminder.
- The childminder supports children's early mathematical skills. For instance, as

children play with the stacking cups, the childminder encourages them to count the cups and name colours.

- The childminder provides children with a varied range of resources. Overall, she encourages children to make choices in their play. However, some resources are not always within easy reach of children, which limits their ability to extend their learning.
- Children's communication and language skills are well promoted. The childminder incorporates plenty of familiar songs in the daily routine. Children enjoy, listen attentively and respond to them, joining in with words and body movements. The childminder makes the most of spontaneous opportunities to introduce new vocabulary. For example, she explains to children that the mud became 'squelchy' because of the recent rain.
- The childminder supports children to develop their self-care skills. For instance, she helps children to learn to feed themselves with spoons from a young age.
- Children enjoy the activities on offer. The childminder joins children's play and interacts well with them. However, in her enthusiasm, sometimes the childminder redirects children's play too quickly and interrupts them to move them on to different experiences. This means that children do not always have enough time to complete tasks of their choice and direct their own play.
- The childminder evaluates her practice and regularly reviews her skills. She attends training that is relevant to the children who attend her setting. For example, in anticipation of an intake of very young children, she plans to complete training to further enhance her knowledge of how to support their development. The childminder carries out her own research and regularly listens to podcasts to keep up to date with changes within the early years sector.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- give children more time to explore and complete activities they show an interest in before moving them on to the next activity
- support children further to make independent choices and lead their own play, such as by reviewing the organisation of resources.

Setting details

Unique reference number	2643553
Local authority	Westminster
Inspection number	10332921
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 2
Total number of places	2
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in the London Borough of Westminster, located nearby to Victoria train station. The childminder provides care from Tuesday to Friday, from 9am to 6pm, all year round, except for family holidays. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Damiana Cornacchia

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 inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and the inspector discussed how the childminder organises her early years setting, including the aims and rationale for the curriculum.
- The inspector took into account parents' written views.
- The childminder provided the inspector with a sample of key documentation.

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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