

Childminder report

Inspection date: 7 June 2022

Overall effectiveness	Outstanding
------------------------------	--------------------

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

What is it like to attend this early years setting?

The provision is outstanding

Children make excellent progress in this enriching and stimulating environment. They settle quickly on arrival, showing a strong attachment to the childminder in their confident interactions. The childminder plans exciting experiences that support children to be focused and engaged for sustained periods and encourage their learning across all areas of the curriculum. For example, children follow instructions to make play dough together, measuring out flour and water. During this activity, they have a variety of sensory experiences using natural objects, such as tea, herbs and flowers picked together from the garden. They use these to decorate eggs which they make with the play dough.

Children's language and communication development is consistently strengthened through the childminder's high-quality interactions. She questions children on their prior learning and experiences and expertly builds on their knowledge. The childminder has high expectations of the children. She plans activities around their interests. She regularly extends children's language with more complex vocabulary, such as 'plates' and 'spikes'. Children learn the names of dinosaurs, such as 'stegosaurus', during topics.

Children are encouraged to be independent. For example, they pour their own milk from a small jug at breakfast, and they butter and cut their own toast. Children have a wide range of opportunities to develop their social skills and broaden their knowledge of the world around them. The childminder makes excellent use of local amenities, such as the zoo, parks and children's centres. Children meet with other childminders and children, to ensure that any impact of the COVID-19 pandemic on children's social development is significantly reduced. Children learn how to manage their own safety. The childminder makes effective use of occasions such as 'Road Safety Week' to highlight the importance of children keeping safe when out and about. She regularly takes children on walks around the local area, specifically to focus on how to stay safe on the roads.

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

- Parents and carers report how happy they are with the childminder's provision. They receive daily feedback about their child's day and regular updates on their progress. The childminder works extremely closely with parents to ensure that all children's needs are met. She uses her additional training and broad experience to support parents in establishing good sleep routines and positive behaviour with their children. Children settle quickly when they start at the setting due to the childminder's carefully planned systems and the strong attachments she builds.
- The childminder offers a wide range of resources to support and extend the

activities she plans. She regularly changes the resources she has on display to represent children's interests or topics which they are learning about. The childminder plans activities around children's interests to focus on meeting children's developmental needs. For example, she provides tactile experiences for children who like sensory play, to develop their fine motor skills.

- Children behave well, are attentive and follow instructions. They receive regular praise for their achievements and positive behaviour. The childminder meets their personal development and welfare needs exceptionally well. Children regularly discuss oral hygiene. They brush a teddy bear's teeth and role play a trip to the dentist. Children brush their teeth after each meal and are asked which colour soap they would like to use when washing their hands. The childminder uses every possible opportunity for learning and to promote children's independence throughout the day. She ensures that children are well prepared for the next stage in their education.
- Children explore and make choices during activities, which often guides the direction their learning takes. For example, when children put edible seeds in their cup of milk during breakfast, the childminder encourages a conversation about whether the seeds are 'floating' or 'sinking'.
- The childminder provides a language-rich environment. Children listen with interest to familiar stories and recall songs and rhymes. They talk confidently and enjoy using new words.
- The childminder is highly successful in promoting children's understanding of the diverse world they live in. She encourages children to respect people, families and communities beyond their own. The childminder regularly takes children to local children's centres, where they experience the diverse make-up of the local community. She reads books to the children about different cultures and provides activities related to religious and cultural festivals to broaden their knowledge in this area.
- The childminder is passionate about her role and regularly reflects on her practice. She seeks out additional training to enhance the service she offers, for example around supporting parents, toddler's brain development and oral health. Her knowledge of how children learn in the early years and the broad range of training she has undertaken over the years have contributed greatly to the high-quality provision she provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a safe and secure environment for children to play and learn in. She regularly attends safeguarding training to ensure that her knowledge of current issues, and the procedures she must follow if she has a concern, is kept up to date. The childminder is knowledgeable about the areas of child protection and talks confidently about what she would do in a range of scenarios. She has thorough risk assessments in place to ensure that children are kept safe in the home and on outings.

Setting details

Unique reference number	135180
Local authority	Westminster
Inspection number	10138260
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	6
Number of children on roll	2
Date of previous inspection	14 March 2016

Information about this early years setting

The childminder registered in 1995 and lives in the London Borough of Westminster. She holds a BA Honours in Early Years. The childminder cares for children all day, Monday to Wednesday, throughout most of the year.

Information about this inspection

Inspector

Nicky McDougal

Inspection activities

- This was the first routine inspection the provider 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke with the inspector about her intentions for children's learning.
- The inspector spoke with children during the inspection.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The inspector sought the views of parents during the inspection.
- The childminder provided the inspector with a sample of key documents 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.

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 2022