

Childminder report

Inspection date: 17 March 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are comfortable, safe and secure at the childminder's setting. The childminder checks the home to make sure that it is hazard free. Adults get to know the children well, and relationships are warm. There is good support for children who are new to the setting. The childminder tailors settling-in procedures to meet the needs of the family. Children stay for longer and longer periods on their own as their confidence grows.

Activities are designed around children's interests. Currently, it is younger children attending, so the childminder focuses the educational programme on the prime areas of learning. Children choose from a range of resources that support their development across all areas of learning. These are accessible and age appropriate. The childminder understands the importance of children's language skills to their future success. She talks to the children throughout the day, creating a language-rich environment.

Adults at the setting are very experienced. Parents describe them as 'attentive, caring, and professional'. Children are making good progress from their starting points. They are growing in confidence and beginning to use more words. When children do need additional support with their learning and development, this is identified early. Advice is sought from specialist agencies to ensure children get the help they need.

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

- The adults at the setting know how to develop children's speaking and listening skills. They ensure they make eye contact with the children when they are speaking to them. They speak clearly in good English and provide a running commentary to the children's play. This supports children who need extra help in this area well.
- The childminder encourages children to develop independence from an early age. For example, children help the adults to tidy up and to clean the table at snack time. Children put their outdoor shoes in the box provided. This is good preparation for the children's move to nursery or school in the future.
- Children attend a range of outings in the local area. The childminder takes children to meet others at local playgroups. This encourages children to develop their social skills. Children attend the local library sessions for under fives, where they enjoy songs, rhymes and stories. Such visits help children to learn about the local community.
- Children's safety is a priority. The childminder teaches the children about road safety when on outings. Risk assessment is always ongoing. For example, children are not currently able to use the childminder's garden, but they get

daily physical exercise at playgroups and in parks.

- Children generally behave well. There is the occasional expected squabble, but children show concern for each other when they see others hurt or upset. They are beginning to learn about sharing and taking turns. Adults treat children with care and respect. However, occasionally, the childminder does not manage behaviour positively. She does not explain to the children why certain behaviours are not acceptable.
- Parents value the stimulating environment. Partnerships with parents are trusting. There is a good two-way sharing of information every day. Parents mention their 'heartfelt appreciation' for the childminder's 'care, attention and dedication'.
- Children are developing their fine motor skills. They love to transfer items between baskets and cut pretend fruits with the age-appropriate knife. Children engage well in sensory play, filling and emptying containers with coloured rice.
- Children take part in music sessions and story time every day. They are beginning to join in with the actions and sing along with familiar songs. Children choose musical instruments to play as they sing. This helps them develop their coordination and dexterity.
- The childminder follows safer recruitment practice. She understands her responsibility towards any adults that she employs and supervises their work. They attend all mandatory training, including safeguarding. The childminder holds an appropriate paediatric first-aid certificate.
- Snack time is a social time. Children sit together and enjoy their food. Fresh drinking water is always available to encourage children to stay hydrated. Children frequently stop their play to take 'water breaks'.

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:

- review behaviour management strategies to ensure they are positive and provide children with clear explanations of what is expected of them.

Setting details

Unique reference number	155035
Local authority	Westminster
Inspection number	10376227
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	4
Number of children on roll	3
Date of previous inspection	22 May 2019

Information about this early years setting

The childminder registered in 2001 and lives in Maida Vale, in the London Borough of Westminster. She operates all year round, from 8.30am to 5.30pm, Monday to Thursday. The childminder works with a qualified part-time assistant. The childminder holds a childcare qualification at level 2.

Information about this inspection

Inspector

Penny Fisher

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and inspector discussed how the childminder organises their provision, including the aims of her educational programme.
- The childminder and assistant spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector spoke to children and the assistant at appropriate times throughout the inspection.
- The inspector looked at written feedback from parents.
- The inspector looked at relevant documentation and reviewed evidence of staff working at the setting.

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 2025