

# Childminder report

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Inspection date: 21 June 2022

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder is committed to delivering the best service she can for children and their families. She provides a welcoming environment and is attentive to children's individual needs. Children develop close bonds with the childminder. They laugh together and seek reassurance from her when they are unsure about something. This has a positive impact on children's emotional well-being and helps them to feel safe and happy in her care. The childminder actively promotes children's healthy lifestyles. She talks to children about the importance of eating healthy foods and brushing their teeth. Children enjoy spending lots of time outdoors in the fresh air and benefit from regular exercise.

Children respond well to the childminder's clear boundaries and their behaviour is good. The childminder models the behaviour she expects from children, including good manners, kindness and respect for others. She is aware that children born during the COVID-19 pandemic may have had fewer opportunities to play with groups of children and be in contact with adults outside their families. The childminder takes children to regularly meet with other childminders and their children to play together at the local park and playgroups. This helps children to build their confidence and develop their social skills in larger groups.

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

- Children benefit from hands-on experiences to learn about the natural world. For example, the childminder teaches children how to grow, take care of and harvest flowers and herbs. Children enjoy using the herbs which they have grown in role-play activities. They smell them and use them in their 'cooking', while the childminder explains to them about the different types of herbs that they have chosen.
- The childminder supports children's early mathematical skills effectively. She uses language to help children learn to count, and to recognise colours, numbers and shapes. Children hear positional language, such as 'up' and 'under'.
- Parents are positive about the service that the childminder provides. The childminder updates parents daily about aspects of their children's development and care routines. Parents comment that they are grateful for the care provided to their child, and how reassured they are that their children are in 'safe hands'.
- The childminder reflects on ways she can enhance her provision and develops her practice. For example, she has attended training around autism awareness and attention deficit hyperactivity disorder to expand her understanding of how to support children with additional needs. As a result, she has implemented strategies which she has learned to better support children who have sensory issues.
- Children's physical skills are well promoted. They learn to take manageable risks

and experience physical challenge as they use large-climbing apparatus in the childminder's garden or at the park.

- The childminder models language well and talks to children as they play. She gently encourages and supports children to communicate with others. For example, children who are very shy have made progress from their starting points in learning. They are now beginning to interact and play with other children more easily.
- Children are supported to develop a love of books and reading. For example, the childminder organises regular visits to the local library where children join in with story times and can choose books to borrow.
- The childminder promotes children's independence. Children put on and take off their own shoes with ease. They manage their personal care, routinely washing their hands. However, the childminder does not consistently think about how she can help children to lead their own play and independently access resources.
- The childminder knows children well. She reviews their progress and plans enjoyable activities. The childminder uses her observations to find out what children can do. However, she does not consistently share children's next steps in learning with parents to help them to understand what the focus is for their children's development.
- Children learn about their community through outings in the local area. In addition, the childminder teaches them about special festivals and events linked to different cultures and religions, such as Eid and Diwali. This helps children to understand about their similarities and differences and build on their sense of community.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder recognises the signs and symptoms that may suggest a child is at risk of harm. She understands safeguarding issues, such as the 'Prevent' duty and female genital mutilation, and knows how to act in case of concerns. In addition, the childminder knows how to report any allegations made against herself or her family. She maintains a clean and tidy home and supervises children well. This helps to provide a safe environment for children to play. The childminder keeps her paediatric first aid up to date, further promoting children's welfare.

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

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

- strengthen opportunities for children to lead their own play and to self-select toys and materials
- share children's next steps in children's development more consistently with parents.

## Setting details

|                                                    |                                                     |
|----------------------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>                     | 2520177                                             |
| <b>Local authority</b>                             | Westminster                                         |
| <b>Inspection number</b>                           | 10215007                                            |
| <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 3                                              |
| <b>Total number of places</b>                      | 6                                                   |
| <b>Number of children on roll</b>                  | 1                                                   |
| <b>Date of previous inspection</b>                 | Not applicable                                      |

## Information about this early years setting

The childminder registered in 2019 and lives in the London Borough of Westminster. She operates all year round, from 9am until 6pm, Monday to Friday. The childminder holds a relevant childcare qualification.

## 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 childminder showed the inspector the areas of her home used for childminding. She discussed her curriculum and how she operates her practice.
- The inspector observed the quality of education provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views through written feedback. The inspector took these views into account.
- The inspector held discussions with the childminder and interacted with children at appropriate times during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of 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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