

Childminder report

Inspection date: 19 December 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are settled and happy in the childminder's care. They have secure emotional attachments, and enjoy cuddles when they wake from their nap. They confidently make choices about their play, as they independently choose books and present these to the childminder to read. The childminder follows children's interests. She responds positively to their requests for stories and adapts her planned learning experiences. For example, when children want to include their favourite car in a painting activity, the childminder supports this and encourages them to see what will happen if they paint the wheels. Children are delighted to see the patterns they can create. This means that children's learning is sustained.

The childminder has high expectations for children. She plans her curriculum around their individual needs. This supports them in making good progress. Children demonstrate that they feel valued; they are delighted to be thanked for their helpful behaviour when they tidy away toys before lunch. They are learning to share and take turns as the childminder teaches them to play cooperatively. Children are developing polite manners as they say 'please' and 'thank you'. Parents and carers acknowledge this in their positive comments, saying, 'My child is learning about good behaviour, kindness and compassion to others, skills which are vital.'

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

- Children have good opportunities to talk. The childminder plans interesting learning experiences to encourage communication skills. For example, children enjoy exploring lift-the-flap books where they find hidden animals beneath. They are excited to talk about the animals they can see and then confidently find the same animals in the activity the childminder sets out for them. Children learn many new words. However, when they are unable to clearly vocalise a word, the childminder does not consistently model the correct pronunciation. This means that children are not always supported to listen and repeat words correctly.
- The childminder works in partnership with parents and professionals to support the children in her care. Parents state that they feel well informed about their children's progress. They receive daily texts and videos of their child's learning experiences. The childminder ensures that children's progress checks at age two are completed in a timely way and shares these with parents. This helps to identify children who need additional help with their communication and language so that early support can be provided.
- Partnerships with parents is valued. However, the childminder has not considered routinely welcoming parents into her home following the lifting of restrictions that were in place during the COVID-19 pandemic. Therefore, parents do not experience the additional benefits of settling their children into

the setting and further enhancing their involvement with their children's care and learning.

- Children enjoy being creative. They paint and play with modelling dough. The childminder encourages children's self-expression as they are able to explore the materials in their own way. This supports them to develop positive self-esteem. The childminder ensures that children who arrive late are provided with similar learning opportunities, so they do not miss out on the fun.
- Children demonstrate that they feel safe and secure. They are extremely independent, confidently accessing the learning experiences available to them. They help themselves to fresh fruit when they are hungry and enjoy the challenge of peeling and cutting their own bananas. Children eat well as they sit together socially at lunchtime. They demonstrate positive self-care skills as they use cutlery with growing skill.
- Children play outside every day. They practise their climbing, balancing and coordination skills as they access a wide range of equipment. Inside the childminder's home, they enjoy dancing and engaging in action rhymes. Children enjoy many outings to the farm, museums and local galleries. These help to enhance children's learning and develop their knowledge of their wider community. Parents state that they value these additional learning opportunities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder works effectively with safeguarding professionals to ensure that children remain safe. She knows the procedures to follow if there are concerns about a child's welfare, including in the event of an allegation being raised against herself. The childminder provides a safe and clean home environment. She talks to children about the importance of washing their hands after exploring messy activities and before eating their lunch. The childminder continually assesses risks in the environment and takes action to minimise these. For example, when water is spilt this is cleared immediately to prevent children from slipping.

What does the setting need to do to improve?

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

- strengthen partnerships with parents to further enhance their involvement in supporting their children's care and learning
- support children to make even more progress with their growing vocabulary by consistently modelling the correct pronunciation of words.

Setting details

Unique reference number	2595253
Local authority	Westminster
Inspection number	10260231
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	2 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered on 20 November 2020. She provides childminding services each weekday, from 8am until 5pm. The childminder receives funding for the provision of free early education for children aged two years. She has a home-based childcare qualification.

Information about this inspection

Inspector

Siobhan O'Callaghan

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 provider and has taken this into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures that the premises are kept safe.
- The childminder talked to the inspector about what she wants children to learn and how the curriculum is planned.
- The inspector observed the interactions between the childminder and children and assessed the impact this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of parents' written views.

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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