

Childminder report

Inspection date: 10 April 2024

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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a safe, stimulating environment where children can grow, learn and develop. Children form secure bonds with the childminder. She knows the children's likes, interests, what they can do and their learning needs. The childminder plans and provides a curriculum for the children that builds on what they know and can do. The childminder arranges her environment to encourage children to be independent. For instance, children know where to find and choose resources for themselves. They show enjoyment as they play with balls and building blocks. They are keen to play imaginatively, filling rucksacks as they go to the shops and the beach.

The childminder helps to instil children with a sense of responsibility and encourages them to be helpful. Children help to tidy away resources when they have finished playing. Children are encouraged and supported to learn healthy habits as they confidently follow the childminder's simple instructions. Children enjoy each other's company and play well together with gentle reminders from the childminder. They are learning how to share and take turns with their friends. Children benefit from outings in the local community as well as local parks.

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

- The childminder provides an individual curriculum for each child. She gathers information about their starting points and ongoing learning from their parents. This helps her to understand children's individuality. She uses this information to plan learning opportunities and experiences that help children to build on their learning and make progress. However, at times, she is not sure about what she wants children to learn as she joins their play.
- The childminder offers a tailored and individualised settling-in process to support children and parents to feel happy, safe and secure at the start of their journey.
- The childminder focuses on supporting children to develop their communication and language skills. She sensitively models clear words for children who are developing their language. She gives children time to think and respond. Some children use sentences to gain information. For example, they confidently ask questions, such as 'what is that?' when they hear an unusual sound, or they use gesture as they point to objects. Children are confident and independent. They enjoy singing, which they join in with the childminder. All children, including those who speak English as an additional language, make good progress with their language skills.
- Children's mathematical development is thoroughly supported through their play. For example, they are gently supported as they build towers with blocks. Positional language, such as 'balance' and 'on top', is used to widen their vocabulary. They regularly count as they climb stairs and use simple subtraction

as they join in number rhymes.

- Children enjoy the range of physical experiences on offer. They happily kick and roll balls to the childminder and each other. They practise moving in different ways as they climb and move the ride-on vehicles. Children build the smaller muscles in their hands as they use different musical instruments. The childminder recognises the different stages that children need to move through with their development and how these experiences will benefit children in their future learning.
- There are good partnerships with parents. The childminder provides advice and guidance, for example on fussy eating and how to support speech development. Parents are well informed about their child's day and their learning. The childminder encourages parents to share children's learning at home.
- The childminder is keen to improve her practice. She works closely with other local childminders to share ideas and advice. She recognises that she can improve her professional development. Therefore, she plans to complete further training to continue to develop her professional knowledge. This will help her understand changes within the sector and focus her curriculum so that it is consistently ambitious for all children.

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:

- focus more on what children need to learn when joining children's chosen play
- review professional development opportunities to develop skills and knowledge even further.

Setting details

Unique reference number	EY242470
Local authority	Westminster
Inspection number	10316963
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 1
Total number of places	6
Number of children on roll	3
Date of previous inspection	22 May 2018

Information about this early years setting

The childminder registered in 2003. She lives in the St John's Wood area of the London Borough of Westminster. She works each weekday, throughout the year, from 8am to 6pm. The childminder holds a relevant childcare qualification.

Information about this inspection

Inspector

Tracey Murphy

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector sampled written feedback from parents on their views of the childminder.
- The childminder provided the inspector with a sample of key documentation 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.

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