

Childminder report

Inspection date: 16 September 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children settle quickly on arrival and soon engage in a broad range of activities. Newly settled children are confident and familiar to move around the safe environment the childminder provides. For example, children independently locate their shoes and changing bags when the childminder invites them to go out to play or have their nappy changed.

Children enjoy exploring resources of natural materials and using their imagination and personal interests in role play. They play for long periods in various activities organised and provided for them to suit their individual interests and support their next developmental stage. Children enjoy outdoor activities where they learn to take risks safely under the guidance of the childminder. For example, they learn to climb ladders to reach different heights, and use balance bicycles to enable them to develop their large physical skills.

The childminder is always a positive role model to the children in her behaviour. She is always attentive, and she guides children with consistent clear messages to learn to share resources, take turns and be kind to each other.

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

- The childminder has a good awareness of children's individual learning and care needs. She works effectively to gather relevant information from her ongoing observations and assessments of children's learning. She uses the information well to plan forward to move children on to the next stage of their development. She has secure planning and provision of suitable learning experiences in place to enable children to do this.
- The childminder models learning well to children. For example, she engages in activities alongside young children to show them how to use resources or to provide additional challenges as they make achievements in their learning.
- Children have regular opportunities to socialise with other children at community early years groups they attend with the childminder. They go out on regular outings with the childminder to extend their learning experiences, such as visiting the farm to see different animals.
- Children excel in their communication skills as they are encouraged by the childminder to talk about their interests or learn to speak English as an additional language. Children enjoy songs and rhymes with the childminder and looking at books. The childminder uses a range of appropriate questioning techniques to encourage children to use language further.
- Children enjoy the healthy and balanced meals and snacks provided to them, and a menu that reflects different cultural foods. They welcome the encouragement from the childminder to serve themselves, to aid their

independence skills. For example, young children learn to operate the water dispenser to gain drinking water and they learn to peel their own fruit.

- Children of all abilities and backgrounds are given equal opportunities in care and learning. The childminder has a good awareness of each child's background from her daily interaction with parents. She provides experiences for children to learn about differences positively.
- The childminder gives high priority to ensuring children feel safe and secure in her care. She recently reviewed her procedures for safeguarding children when on outings and or when attending other settings. This has allowed her to minimise the potential risk of a child becoming lost while in her care.
- The childminder works closely with relevant professionals and parents to ensure children with special educational needs and/or disabilities are well supported in their development.
- The childminder attends regular training via her local authority or refers to literature. She implements changes from any new information she acquires, such as the use of more natural play materials.
- Partnerships with other settings children attend are not fully developed to further strengthen and provide a consistent approach to their learning.
- The childminder does not routinely gather information from parents to help inform the planning and assessment of children's development and progress when they first start.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound understanding of the signs and symptoms that may cause her concern, and she is confident in her knowledge of local reporting procedures. The childminder demonstrates well her responsibility to act promptly should she need to inform relevant agencies of specific incidents. This includes informing Ofsted should the need arise. She has ensured her assistant is also aware of safeguarding matters, for example, by completing a safeguarding course. The childminder understands the need to undertake regular risk assessments, such as when using the communal play space outside her home.

What does the setting need to do to improve?

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

- extend on the current systems in place to share children's learning and development with the other settings that they attend
- strengthen opportunities for parents to share information about their children when they first start, to complement children's learning and inform future plans.

Setting details

Unique reference number	EY555221
Local authority	Westminster
Inspection number	10123734
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	4
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder (Becki's Childcare Services) registered in 2018. She lives in Victoria, in the London Borough of Westminster. The childminder operates Monday to Friday, from 8am until 6pm, for most of the year. The childminder is registered to work with an assistant.

Information about this inspection

Inspector

Shaheen Belai

Inspection activities

- The inspection was carried out as part of Ofsted's risk assessment.
- The inspector observed the childminder's interactions with children and parents.
- The inspector and the childminder jointly observed children engaged in play activities that the childminder planned and provided for the children.
- The inspector spoke to the childminder about her awareness of the children's individual learning and progress, and spoke to the children throughout the inspection when appropriate.
- The inspector took into account parents' verbal and written feedback on the day of the inspection.
- The inspector was shown around the childminder's premises to see how the home is used for children's care and learning. The inspector looked at a sample of resources for children's use and viewed a sample of children's records and the recently reviewed risk assessment records.

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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