

Childminder report

Inspection date: 24 June 2025

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

Children are very happy and comfortable in this experienced childminder's welcoming home. The childminder knows the children and families well, having cared for older siblings in the past. Children play cooperatively as they explore the interesting range of toys the childminder provides. They have opportunities to choose their own play and participate in structured learning activities during the day. The childminder observes and listens to the children's interactions and provides assistance when needed.

Children enjoy a varied curriculum that promotes learning and prepares them for school. The childminder encourages counting and recognition of colours and shapes, fostering early mathematical skills. Children thoroughly enjoy making play dough, they learn to follow a recipe and learn about different quantities. For example, they know they have to add three cups of flour and then one cup of water.

The childminder has high expectations for children's behaviour. She talks to children about how to care for others and learn to share the toys. The childminder teaches children about the importance of healthy lifestyles. She ensures that children have plenty of exercise daily in the garden, where they enjoy moving their bodies to make the hula hoop spin and show interest in learning to use a skipping rope.

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

- The childminder prioritises outdoor learning and plans daily outdoor activities, including visits to local playgroups, parks and museums. This approach broadens children's experiences and contributes to their understanding of the world around them. Children learn about safety when travelling on the bus, and talk about how they must 'hold tight'.
- The childminder has a good awareness of how young children learn and provides a good balance of adult-led activities and time for free play. The childminder makes good use of observation to assess children's development. However, the childminder's curriculum is not completely focused on children's individual needs, to fully meet and challenge their next steps in learning.
- The childminder supports children's communication and language skills effectively by providing a language-rich environment, asking questions, and describing their activities. She encourages children to develop a love for books and reads stories with them, clearly pronouncing words and encouraging them to repeat words. Children eagerly join the childminder, snuggling up on the sofa as she reads 'The Tiger Who Came to Tea'. They listen intently and remember that the tiger drank all the water and ate all the food.

- The childminder supports children in developing their imagination by involving them in role-play activities, such as pretending to be doctors and using a stethoscope to listen to their heartbeats. The children also engage in pretend play as cats and dogs, demonstrating an interest in caring for animals through their games.
- The childminder maintains a positive relationship with parents, who are extremely satisfied with the care provided. Parents' comments include that the childminder is kind, caring, friendly, provides prompt communication, and shares any new achievements. They appreciate that their children engage in outdoor activities to enhance their awareness of the world around them.
- The childminder demonstrates a positive commitment to continually improving her skills. She keeps herself up to date with any changes to legislation and practice. For example, she completes online training courses and works closely with other childminders, sharing practice and supporting each other.
- Children learn to maintain their health and follow good hygiene routines. Parents supply their child's midday meal, and the childminder discusses healthy food options with parents. The childminder provides snacks of fruit and breadsticks and ensures that fresh drinking water is available to children throughout the day.
- The childminder has a good awareness of managing children's behaviour. She models appropriate behaviour, remaining calm and relaxed, and speaks to children in a gentle manner. Children have positive attitudes to learning and their behaviour is very good.
- Children demonstrate significant progress in developing their independence. They show confidence in managing their personal needs and can independently put on their shoes with ease. This development supports their self-esteem and prepares them for future schooling effectively.

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:

- strengthen the curriculum planning so that next steps of children's learning are more specific and provide further challenge to move their learning on effectively.

Setting details

Unique reference number	137446
Local authority	Brent
Inspection number	10394869
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	3 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	30 September 2019

Information about this early years setting

The childminder registered in 1992. She lives in Cricklewood, in the London Borough of Brent. She operates Monday to Friday, from 8am to 5.30pm, all year round except for bank holidays and family holidays. The childminder holds a relevant childminding qualification at level 3. The childminder is eligible to receive government funding for two-, three- and four-year-olds.

Information about this inspection

Inspector

Jenny Devine

Inspection activities

- The childminder and the inspector completed a learning walk and discussed the curriculum.
- The inspector observed interactions between the childminder and the children, and spoke to them at appropriate times during the inspection.
- The inspector read parents' feedback forms and spoke to parents to gain their views on the childminder's service.
- A selection of documentation such as Disclosure and Barring Service checks, paediatric first-aid certificates and children's records were seen.
- The inspector viewed the areas of the home and garden that are used, to ensure children's safety.

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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