

Childminder report

Inspection date: 11 March 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 happy and settled in the childminder's care. She ensures they are comfortable and that she meets their individual needs to promote their emotional well-being. For instance, she provides cuddles and reassurance when needed. This helps children to feel safe and secure. The childminder organises the environment to nurture children's interests, and they explore it confidently. She encourages children's independence to help build their self-assurance and to prepare them for the next stage of their education.

Children behave well. The childminder has high expectations for children's behaviour and sets clear rules and boundaries to guide them. For instance, she expects children to be kind and caring to others and to respect the toys and the environment. Children behave in an age-appropriate way and respond positively to the ample praise and encouragement they receive from the childminder.

Children enjoy many opportunities to be physically active. The childminder's emphasis on outdoor play helps to promote children's positive feelings about exercise. For instance, she takes children regularly on walks to local parks and other open spaces to help develop their large-muscle strength, balance and coordination. Children benefit from a language-rich environment to help support their communication skills. For instance, the childminder models the use of new words to extend children's vocabulary. Children demonstrate that they enjoy learning and are keen to engage with the childminder and the learning opportunities she provides.

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

- The childminder knows children well. She observes children's play to support her understanding of their interests. She uses this information to provide a broad and interesting curriculum that builds on what children already know and can do. For instance, she uses children's enjoyment of songs and stories to develop their language and promote a love of reading.
- The childminder organises activities to help children reach the next steps in their development. For instance, she encourages them to use spoons and brushes when experimenting with paints to develop their fine motor and colour identification skills.
- The childminder reflects on her practice. She is aware of the knowledge and skills she would like to develop further and what she already does well. However, while she identifies her training needs, she does not identify opportunities to extend and develop her skills to help ensure that children receive the best possible learning.
- The childminder places a high value on developing children's communication and

language skills. She narrates children's play to give their actions meaning and repeats children's language to support their pronunciation, with special attention for those who speak other languages at home. Children are confident communicators and share their thoughts and ideas with others.

- Children develop a positive attitude to keeping fit and well, and they learn the skills they need to manage their own self-care. For instance, children attend to their own toileting. Children wash their hands regularly to help prevent the spread of infection. Children join in with discussions led by the childminder about the importance of eating a healthy diet.
- The childminder values the diverse nature of the setting and embraces a wide range of festivals and events celebrated by the children and their families. Children are encouraged to speak in their home language and share their home culture and ethnicity. They talk to the childminder about their family members and children love identifying their photos. This supports children to learn and value everyone's differences and promotes a mutual respect for those in the community around them.
- The childminder builds good relationships with families and communicates daily about what the children have been doing. Parents praise the childminder's warm and welcoming approach, using phrases such as: 'Our child is happy and we know and trust you.'

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:

- identify and access relevant opportunities for continuous professional development to further enhance the quality of teaching and education.

Setting details

Unique reference number	137602
Local authority	Brent
Inspection number	10372177
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 5
Total number of places	6
Number of children on roll	2
Date of previous inspection	4 April 2019

Information about this early years setting

The childminder registered in 1983 and lives in the London Borough of Brent. She operates Monday to Thursday from 8am until 5.30pm, all year round, except for bank holidays and family holidays. She holds an early years relevant qualification and provides government funded childcare. The childminder provides a pick-up and drop-off service to the local schools.

Information about this inspection

Inspector

Sandra Teacher

Inspection activities

- The childminder spoke to the inspector about the children's learning and development and how she organises her provision.
- The childminder showed the inspector around her premises and discussed how she ensures that they are safe and suitable.
- The inspector met with parents and heard their views.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.

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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