

Childminder report

Inspection date: 17 July 2023

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 strives to achieve a relaxing, welcoming environment. Children have access to a curriculum that aims to challenge and interest them. They experience a range of opportunities to reach the next stages of their development. For example, children are given toothbrushes and model teeth to clean. Children learn about oral hygiene and the impact this has on their overall health. Children are inundated with different experiences that support all areas of their development. They can draw, paint, skip in the garden and enjoy relaxing yoga sessions. Children develop healthy habits around diet and physical activity. The childminder mindfully places great importance on this, which in turn supports the development of children's physical and emotional health.

Children have an abundance of space. There is a large garden, featuring a slide, push bikes, water and sand play. Children can grow fruits and vegetables, and these are used in the healthy meals the childminder provides for the children. Children are kind, caring and enjoy each other's company. Children develop a close bond with the childminder, who delights in joining in their play.

The childminder has high expectations for children's behaviour, and they respond well to her positive praise. Children behave well and follow the rules and expectations of the setting. They say 'please' and 'thank you.' The childminder praises children constantly, reminding them of the importance of being kind and respectful to others at all times.

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

- The childminder plans a curriculum that supports the social, physical and language development of the children. Children's learning is tracked, ensuring they make good progress. The childminder works closely with parents and other professionals if she has any concerns about the children. This means that any concerns are dealt with promptly.
- The childminder develops strong links with the local school to support children when they move on to school. She actively seeks ideas for activities to carry out with children at home. During the pandemic, the childminder strengthened this bond further to support children's learning.
- The childminder keeps up to date with mandatory training. She is reflective of her own practice and has completed courses in topics such as mental health to further her professional development. The childminder uses this knowledge to support her practice. Children are given time to share their feelings, or they are offered quiet time if they feel overwhelmed.
- The childminder is an excellent role model for the children. She treats them with respect. In turn, children are kind, happy and respectful of each other. They

share their ideas and enjoy playing together. For example, children are given soapy water and paint. Older children work gently with younger children, helping them to 'have a go' at the activity.

- Children are able to develop their fine motor skills. This strengthens the muscles they need for early writing. Children hold paintbrushes, pens and pencils with a firm grip, making marks and patterns. When they are developmentally ready, older children are able to form the letters in their names. They proudly share this with the childminder.
- Parents share that they are very happy with the care that their children receive. They feel that their children have thrived in the childminder's care, and she provides a fantastic environment for them. The childminder shares information, such as photos and observations, with the parents to further support this relationship. She is proactive in gaining children's starting points, which in turn gives children a strong start.
- Children are independent in their self-care. They tend to their own needs, such as toileting and washing their hands, both before and after snack. Through this, children build their confidence and self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities in relation to keeping children safe. She uses risk assessments effectively to help keep children safe from harm. The childminder's setting is safe and secure. She understands the possible signs and symptoms of abuse and how to report any concerns she may have about the children in her care. The childminder has undertaken mandatory training and ensures that this is up to date. She has a good understanding of 'Prevent' duty and different safeguarding concerns, such as the risks of online abuse.

What does the setting need to do to improve?

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

- engage younger children in learning opportunities with greater consistency, to extend their learning to a higher level.

Setting details

Unique reference number	147758
Local authority	Harrow
Inspection number	10289332
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	21 November 2017

Information about this early years setting

The childminder registered in 1997. She lives in the London Borough of Harrow. The childminder has a childcare qualification at level 3. The childminder operates from Monday to Friday, 7am to 7pm.

Information about this inspection

Inspector

Sai Arunn

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 that into account in their evaluation of the provider.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents' views were taken into account.

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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