

Childminder report

Inspection date: 25 July 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

Children at the setting enjoy positive relationships with the childminder. She ensures that she gathers lots of information about the children, prior to them starting at the setting, about their likes, dislikes and routines. This helps the children to settle in easily and parents to feel reassured.

Children feel safe with the childminder. She understands how to support children's welfare effectively and is quick to respond to their needs. For example, the childminder provides comforting cuddles when children take a small tumble, which soothes them immediately. Children happily explore the playroom and resources independently, demonstrating that they feel secure in the childminder's home. The childminder provides a calm and well-organised environment, which the children respond to well. She teaches children good manners, reminding them to say 'please' and 'thank you'.

The childminder is clear about her educational programme and what she intends children to learn. She is ambitious to ensure that all children are well prepared for the move to nursery or school when the time comes. Children make good progress and are meeting their expected milestones. The childminder understands the importance of the prime areas of learning for the youngest children and she makes sure that priority is given to children's well-being and their communication and language development.

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

- The childminder promotes healthy lifestyles. Children get plenty of fresh air and take daily outings into the community, which helps them learn about the diverse world around them. They enjoy trips to the local parks where they can run freely. They are beginning to use the balance beams and to climb safely. This helps to develop children's coordination and exercises their bodies.
- The childminder takes account of children's interests when planning activities. For example, when children show an interest in transport, she uses this to introduce colour recognition and counts the cars with them. She plans mark-making activities, running a toy car's tyres through paint, and takes the children on a bus. This ensures that children engage well and make progress across all the different areas of learning.
- Children are learning independence skills. For example, toddlers are encouraged to take their own jackets off, help to tidy the toys away and to cut up their bananas at snack time. If children struggle with these tasks, the childminder is there to support them. She is quick to respond to their needs and treats children with respect. For example, she asks children if she can clean their hands after eating.

- Children enjoy music, instruments and songs. The warm relationships between the childminder and children are clear as the childminder plays 'Round and Round the Garden' and sings 'Row, Row, Row Your Boat'. Children respond with delighted smiles and giggles and ask her to do it again.
- Children generally behave well. The childminder has clear expectations. When children's behaviour is not in line with expectations, she points this out, but she does not consistently provide a clear explanation of why the behaviour was not appropriate. For example, when children throw a toy, they are told to pick it back up, but not that this may have hurt someone or broken the toy.
- The childminder has a wide range of books available to the children. Toddlers become engaged in a storybook because the childminder allows them to explore and turn the pages. She repeats the new words for them and talks about the pictures they point at. Her good levels of eye contact help to maintain the toddlers' interest, and the childminder models language clearly and well.
- Parents report that they find the childminder to be warm, kind, fun and caring. They confirm that children have made great progress since attending, in many different areas of learning. The childminder supports parents effectively, for example, providing them with guidance on potty training. Parents receive regular updates.
- The childminder ensures the home is free of hazards and suitable for children. She continually carries out risk assessments of situations to ensure children's safety. She teaches children to be safe when out and about in the community. For example, she teaches them about road safety and to hold the buggy at all times.

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:

- provide clear explanations to help children understand why their behaviour is not in line with expectations and learn how their behaviour has an impact on others.

Setting details

Unique reference number	147937
Local authority	Harrow
Inspection number	10351550
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	21 September 2018

Information about this early years setting

The childminder registered in 1999. She lives in the London Borough of Harrow. The childminder works each weekday, except Mondays, and operates throughout most of the year. The childminder receives funding to offer free early education for children aged two, three and four years.

Information about this inspection

Inspector

Penny Fisher

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 provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke to the childminder about how she leads and manages her setting.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took parents' feedback into account as part of the inspection.
- Children spoke to and communicated with the inspector during the inspection.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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