

Childminder report

Inspection date: 26 July 2023

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 build strong attachments to the caring childminder. They show that they feel safe and secure in her welcoming home. The childminder knows each child extremely well. She meets their emotional and care needs with great insight and sensitivity. Therefore, children are reassured by her presence and are eager for her to join in with their play.

The childminder has high expectations for all children. She plans her activities based around their interests to successfully engage them in learning. Children experience lots of fun ways to practise and build on what they can do. Therefore, they enjoy learning and develop secure foundations for the future. For example, children discover how to make marks and use simple tools by regularly playing with sand. They become increasingly adept, as they learn to fill containers and shape the sand using their fingers. This helps them develop the strength and coordination they will need when learning to write.

Children enjoy many experiences outside of the childminder's home, which help them to understand the world around them. For example, children meet with a broad range of people on outings to shops and visits to a local playgroup. They regularly visit a nature reserve with the childminder. Here, they enjoy collecting natural materials and observing the small creatures that live there.

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

- The childminder is passionate about her role and committed to giving all children a positive start to their learning. She ensures that all mandatory training is regularly renewed to help her keep children safe and well. The childminder has developed good links with other childminders through her local childminding network. She exchanges ideas and information to help develop her provision and enhance the experiences for children.
- The childminder understands the importance of strong partnerships with parents. She ensures that she exchanges information about children's care and development so that there is good continuity between home and her setting. Parents comment on how well their children have settled with the childminder and have benefited from her attentive care. They appreciate the feedback she provides, including photos and videos, which reassures them that their children are safe and happy.
- Children learn to lead active and healthy lifestyles with the childminder. The childminder provides nutritious meals and snacks for children. She takes account of their preferences and the foods that they enjoy at home. This helps children who are 'picky eaters' to enjoy their mealtimes with the childminder. Children have plenty of fresh air and exercise, as the childminder takes them for daily

walks to local parks and open spaces.

- The childminder is a good role model for children. For example, she sits and eats with them at mealtimes to encourage good table manners and healthy eating. The childminder ensures that children understand the rules and boundaries, such as tidying up after play, in her home. This adds to children's sense of security because they know what is expected of them. Therefore, children behave extremely well.
- Children clearly enjoy their time with the childminder and show positive attitudes to learning. For instance, they are captivated by nursery rhymes and join in with familiar words and actions. Children enjoy looking at books with the childminder. They point to the pictures and are keen to discover new words and information, such as the names of animals and the sounds that they make.
- Overall, the childminder supports children's communication skills very well. For instance, she commentates on children's play and repeats words to help children develop their vocabularies. The childminder learns key words and phrases that children use at home. Therefore, children who speak English as an additional language (EAL) have opportunities to hear and use their home languages in her setting. However, the childminder could do more to support children who speak EAL and those who are still developing their speech. For example, by introducing visual aids to help them understand routines and make choices.
- The childminder values children's individual backgrounds and experiences. She ensures that these are reflected in her provision through her displays, toys, activities and menus. These add to children's sense of belonging and help them to understand their differences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to protect children from harm. She is proactive in seeking out information and training to strengthen her knowledge of safeguarding. Therefore, she knows about a wide range of issues that may affect children's safety and welfare. The childminder can identify the signs of abuse and knows how to respond to concerns about a child. She understands the procedures to follow if there is an allegation made about herself or a member of her household. The childminder uses risk assessments effectively to maintain a safe and secure environment for children.

What does the setting need to do to improve?

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

- develop further the strategies to help children who speak EAL and those who are developing their speech to understand the routines and communicate their needs.

Setting details

Unique reference number	2635156
Local authority	Harrow
Inspection number	10301084
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 1
Total number of places	3
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in the London Borough of Harrow. She operates all year round, from 7.15am to 6pm, Monday to Friday.

Information about this inspection

Inspector

Sarah Crawford

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 her evaluation of the provider.
- The childminder showed the inspector the areas of her home she uses for childminding and explained her curriculum for children.
- The inspector observed the learning experiences for children and had discussions with the childminder to help her evaluate the quality of education and the impact on children's learning.
- The inspector took account of parents' written feedback. She also observed and spoke to children to help assess their experiences with the childminder.
- The childminder ensured that relevant documents were available for the inspector to view.

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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