

Childminder report

Inspection date: 20 February 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are eager to greet their peers and welcome them. They exchange cuddles with their friends, appearing genuinely delighted to see them. Children are kind to each other. The childminder supports them to take turns, and they share with minimal prompting. They offer praise, and they clap to reward their friend's success.

The childminder has developed an ambitious curriculum. She uses topics and themes and incorporates activities that are linked to children's current interests. During activities, she supports children to have a go, praising their attempts. The childminder completes observations to assess and track children's progress. Any gaps in development are shared with parents and plans to support children are implemented.

Children follow a routine that includes time for physical movement before sitting down for more focused activities. Children request songs and enthusiastically complete the linked actions as the childminder sings or her assistant downloads their favourite tunes.

Children moving into the setting are supported to develop bonds with the childminder and her assistant. Information about each child is obtained from parents. Familiar activities are planned, and children may bring a favourite toy to support their settling in. Parents feel included as the childminder shares information throughout the day with them.

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

- The childminder plans and includes children's current interest in colours effectively. She plans the activity for children at different stages of their development to make progress. For example, older children are shown how to support their fine motor movement by picking up different-coloured bears using tweezers and transferring them into the matching bowl. They name colours and count as they go. Younger children use their fingers in a pincer movement, counting as they drop the bears into their bowl.
- Children are well supported to develop their understanding and use of English. Children attending the setting share the childminder's heritage and speak English as an additional language. The childminder easily slips between English and their home language to support their understanding of new words. Children quickly become able to answer questions posed in both languages and happily count numbers and name colours in both dialects.
- The childminder introduces mathematical language into conversations with older children. For example, she poses questions, such as, 'Do you have a big or a

small water bottle?' or 'Do you have a long or a short journey to travel to my home?' However, on occasion, children are asked questions that test their knowledge rather than developing their skills and confidence in engaging in back-and-forth conversations.

- The childminder works effectively with parents. She uses messages to keep parents informed of what their children have been doing and daily care information. An online app keeps parents up to date with regular observations and tracking of their children's development. The childminder works with parents to identify when children are ready to gain key skills, such as toilet training. Comprehensive two-year progress checks are completed to link with health service development checks. The report reflects on children's starting points and their current development and includes clear next steps for each individual child's learning.
- Children behave well. They turn take and share as the childminder supports them to negotiate the use of the same resource, rather than supplying them with another item. Children are familiar with the expectation for toys they are finished with to be put away before another is taken out. Children form warm relationships with the childminder and her assistant as expectations are consistent.
- Parents say that they are happy with the care and service they receive. They say their children are happy to attend, and they quickly notice the progress that their children make in their learning. Parents appreciate the regular communication with the childminder and the support that they get.
- Since her last inspection, the childminder has made links with her local authority early years advisers. To enable her to address the actions, a step-by-step plan was devised. The childminder and her assistant have accessed a range of training to support and develop their practice and to increase their knowledge around safeguarding.

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:

- ensure that effective strategies are used to support children's thinking and support the continuation of conversations.

Setting details

Unique reference number	2638460
Local authority	Harrow
Inspection number	10314437
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	6 September 2023

Information about this early years setting

The childminder registered in 2021 and lives in Edgware, Middlesex. She operates during term time, from 9am to 3pm, Monday to Friday. The childminder holds a childcare qualification at level 3. She provides funded early education for two- and three-year-old children. The childminder works with an assistant.

Information about this inspection

Inspector

Bernie Dunne

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.

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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E: enquiries@ofsted.gov.uk
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