

Childminder report

Inspection date: 6 January 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 very settled and happy in the childminder's care. She creates a warm and inviting, homely environment where children happily play. The childminder knows the children well. She obtains information from parents when children first start about their development and what their interests are. This helps her to settle children into her home and make them feel comfortable.

The childminder provides a broad curriculum and focuses on reinforcing prior experiences. For example, recently, they experienced going to a car wash. The childminder re-enacted this experience through a water-play activity. Children thoroughly enjoy following the steps of washing, rinsing and drying the toy cars, while counting and recognising the different colours. The childminder talks to the children as they play, providing new words. She sensitively repeats words that children mispronounce, so they hear the correct word and sounds.

Children benefit from lots of praise and encouragement from the childminder, and they behave well. They are developing good social skills. They show kindness and good manners, often replying 'You're welcome' to the childminder and their friends. Children benefit from daily outdoor visits to parks and other places of interest, such as children's centres. This helps children to learn about the world around them and enables them to mix and socialise with other groups of children.

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

- The childminder observes and assesses children's development regularly and uses this knowledge to provide a rich learning environment and to target their next steps for learning. She identifies when children have emerging gaps in their learning and works with parents to help close these. She supports parents in providing information about when and how to include other professionals to support their child's development further.
- The childminder sets out her home with a range of resources, and children are able to freely choose the toys. They are independent in their play and are able to complete many tasks. For example, they show immense interest in puzzles and carefully look for the correct pieces to fit in. However, on occasion, children do not have enough time to practise their self-help skills, such as putting on their own clothes, as the childminder tends to do these tasks for them.
- Children have good opportunities to develop their large-muscle skills when outdoors on walks or when running in the parks. However, the childminder places less emphasis on refining these skills in the home environment to help develop children's muscle strength further.
- The childminder has good relationships with parents. She shares daily feedback about their child's day and learning. Parents comment that they value the advice

that the childminder provides to help with learning at home and appreciate the real-life experiences, such as going on a bus or trips to the supermarket that the childminder plans with the children.

- Children show a real passion for reading books and sit with the childminder, listening to stories for extended periods of time. They thoroughly enjoy listening to 'We're Going on a Bear Hunt' and join in with actions. They also thoroughly enjoy singing time and know many songs very well. The childminder incorporates counting into some songs and encourages children to show five fingers when they sing 'Five Little Ducks'. This supports children's early mathematical skills to develop.
- The childminder shows a commitment to continually improve her skills. She accesses online training and attends annual early years conferences with the local authority. She also networks with other childminders for support and guidance.
- The childminder has a good awareness of managing children's behaviour. She is a good role model and is calm and respectful in her approach, speaking to children in a gentle manner.
- Children learn to keep themselves healthy and follow good hygiene routines. Parents provide their child's meals, and the childminder ensures she talks to parents about providing foods that are a healthy option. The childminder is fully aware of good dental hygiene. She encourages daily tooth brushing and ensures children have access to fresh drinking water throughout the day.

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:

- focus on supporting children to become increasingly independent in managing their self-help needs
- plan opportunities when indoors to support children's large-muscle skills to enhance their physical development further.

Setting details

Unique reference number	EY236434
Local authority	Brent
Inspection number	10367924
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	1 March 2019

Information about this early years setting

The childminder registered in 2003. She lives in Harlesden in the London Borough of Brent. She operates her service Monday to Friday, from 7am to 6pm, all year round, except for bank holidays or family holidays. The childminder holds a relevant early years qualification at level 3. She is eligible to provide nursery education funding.

Information about this inspection

Inspector

Jenny Devine

Inspection activities

- The inspector and childminder completed a learning walk and discussed her curriculum for the children.
- The inspector observed interactions with the childminder and the children.
- Discussions were held with the childminder to assess their knowledge of the early years foundation stage requirements, and the inspector spoke to the children.
- A selection of documentation such as Disclosure and Barring Service check and the childminder's paediatric first-aid certificate were seen.
- The inspector took account of parents' written feedback to gain their views on the childminder's service.

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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