

Childminder report

Inspection date: 25 March 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 are comfortable and confident within the setting. They are friendly and happily invite the inspector to join in with their play. The childminder and children have a good relationship. They laugh together as they cuddle each other. Children behave well and play nicely together. The childminder supports this by encouraging them to share. When children require support, the childminder offers reassurance. She also uses a distraction technique and will offer children alternative play ideas. The childminder is passionate about all children encouraging and supporting each other. This supports children to learn to respect others and provides a friendly atmosphere where each child is valued.

Children have plenty of opportunities to learn about animals. They show enjoyment when naming a variety of animals in the tuff tray. The childminder extends learning opportunities for children by introducing facts, such as speaking about foods that the animals eat. The childminder and children spend time playing an animal matching game. Children also have opportunities to recall past events, they reflect on a trip to the local farm that they have recently experienced. The childminder encourages children to think about the sounds that the animals made when visiting the farm. This supports children to reflect on different experiences.

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

- The childminder has strong beliefs that children benefit from opportunities to consolidate their learning. She plans her curriculum around this and offers opportunities for children to consolidate what they already know. Whilst adding new learning to extend each child's understanding. For example, the childminder explains that children had previously learnt to count to three. Throughout play the childminder encourages children to count different items. For example, they count the animals that they collect. She offers support and encourages them to count items to five. This supports children to develop their mathematical understanding.
- Children happily explore different coloured pebbles with a selection of shapes printed on them. The childminder supports children when needed by offering prompts. This gives children the opportunity to explore colour and shape in a way that they enjoy.
- Although children do have some opportunities to develop their independence skills, such as using wooden choppers to cut their own fruit at snack time. On some occasions the childminder does not encourage children to try to accomplish tasks for themselves.
- Children enjoy imaginary play. They use the pretend foods and kitchen equipment to role play. The childminder talks to children about healthy food choices. Children respond well to this and show enjoyment whilst learning about

healthy lifestyles.

- Children eagerly listen to the story of 'The very hungry caterpillar'. The childminder changes the tone of her voice when reading to children. Children are then given the opportunity to take turns to retell their own versions of the story. They look at the pictures and label the items as they read the story. This supports the children to develop their communication and language skills.
- Children have opportunities to explore sensory experiences. They spend time blowing bubbles together in the garden. The childminder talks to children about how the wind blows the bubbles. Children enjoy chasing the bubbles in the wind. They enjoy playing in the sand tray. They mix water into the sand and have opportunities to explore the different texture this creates.
- Parents speak fondly about the positive relationships between the childminder and children. They express how their children feel safe and secure within her care.
- The childminder is reflective, she explains how she would like to develop her practice to improve opportunities for children.
- The childminder has a good knowledge of the children within her care. She was able to explain children's starting points. She has plans in place to support all children to develop to their full potential.

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 opportunities to support children to further develop their independent skills.

Setting details

Unique reference number	EY243185
Local authority	Harrow
Inspection number	10316993
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 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	31 May 2018

Information about this early years setting

The childminder registered in 2002. She lives in Rayners Lane, in the London Borough of Harrow. The childminder operates all year round from 7am to 6pm from Monday to Friday. She receives funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector

Emma Long

Inspection activities

- This was the first routine inspection the provider 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 childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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