

Childminder report

Inspection date: 24 June 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children enjoy spending time in the safe and interesting play spaces. They make choices from the good range of resources available to them indoors and outdoors. The childminder has high expectations of children. All children, including those with special educational needs and/or disabilities, make good progress in their learning and development. This is because the childminder has thought carefully about the experiences they engage in and how children can build on their existing knowledge. For example, children participate in activities where they remember and discuss the outing to the Natural History museum and can talk knowledgeably about the existence of dinosaurs.

Children are happy in the childminder's care. They seek her out for reassurance and are comforted by the emotional support she provides. Children benefit from her warm and caring nature. Children behave well and they know what is expected of them. For example, they take good care of their belongings as they are reminded how to look after them. Children are engaged in their play, take pleasure in following the routines and have positive attitudes to learning. For example, they enjoy some activities so much that they ask to do them again, such as, feeding and caring for the snails.

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

- Children are developing a good understanding of the world around them. They go on regular outings, look at wildlife and learn about nature. As a result, children are becoming observant learners.
- The childminder understands the things that interest children and uses this knowledge well to ignite their curiosity. For instance, children delight in observing the bug hotel, when dressed in their outdoor explorer's kits. They are developing inquisitive minds as they watch with wonder.
- The childminder gives children lots of praise and encouragement. She recognises the efforts they make and comments positively on what they are doing. As a result, children are growing in confidence.
- Children engage in experiences that support healthy lifestyles. For instance, the childminder supports children to clean their teeth and engage in physical activities, such as zooming around on scooters. Consequently, children are developing good habits.
- The childminder works closely with other professionals. She talks with them about children's developmental stages and how they can work together. This supports continuity of care and education for children.
- The childminder creates opportunities for children to develop their social skills. For example, they use local community sessions to engage in cultural activities. Therefore, children are becoming more confident in being around others and

learning about different kinds of people and their communities.

- The childminder has a good knowledge of how children learn and develop. She uses this knowledge well to engage with children and provide opportunities that support their development in the seven areas of learning. Consequently, children are acquiring the skills they need for their next stage in learning. However, more opportunities to extend their literacy skills would increase their knowledge of the letters and the sounds they make.
- The childminder regularly considers how she can improve her own knowledge. She undertakes research online. For example, she has accessed information on how to improve children's oral health and how to improve their understanding of nature. As a result of the training, she has thought carefully about the opportunities for children in these areas and has improved children's experiences.
- The childminder talks to children as they play. She sings with them and reads stories, which allows them to hear plenty of language. The children can explain the photographs of their family trees, which are displayed on the wall.
- Children have good opportunities to do things for themselves. For example, they wash their own fruit before eating snacks. Consequently, children are developing their independence.
- The childminder supports children's mathematical development well. For example, she counts as part of the daily routine and introduces shapes as part of children's play experiences. Therefore, children are able to count and have a good knowledge of shapes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder thinks carefully about how to create a safe environment for children. She implements effective safety measures so that children are protected from harm. The childminder has a good knowledge of the signs and symptoms of abuse. She is clear on the procedure to follow if any concerns arise about a child in her care. The childminder has implemented safeguarding procedures in regards to the use of technology. This helps to keep children safe. The childminder is aware of the possible signs that a child may be at risk of exposure to extreme views and behaviour. She is fully aware of 'The Brent Front Door' safeguarding facility provided by the local authority.

What does the setting need to do to improve?

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

- extend the range of activities to include higher order learning and development in literacy by encouraging children to sound out and write the letters accurately.

Setting details

Unique reference number	EY263595
Local authority	Brent
Inspection number	10137786
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	4 to 4
Total number of places	6
Number of children on roll	1
Date of previous inspection	24 June 2016

Information about this early years setting

The childminder registered in 2003. She lives in Willesden Green in the London Borough of Brent. She operates her service all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Sandra Teacher

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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views on the setting with the inspector.
- The childminder provided the inspector with a sample of key documents 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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