

Childminder report

Inspection date: 7 January 2020

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

The childminder is calm and attentive and focuses her attention continually on children. She offers good-quality care and learning in a well-organised and nurturing environment. Children make exceptionally good progress and develop the skills needed to support their future learning. The childminder's good teaching motivates children to remain involved, focused and engaged in all activities. She skilfully supports children to develop their mathematical and thinking skills. For example, she asks them questions about numbers and colours. The childminder interacts skilfully with children to support their good communication and language skills. For instance, she talks to them throughout the day, giving clear explanations and ongoing commentary alongside their play. She provides opportunities for children to listen to stories and sing songs. Examples of the children's work are prominently displayed. Children are usually encouraged to use good manners, but at times the expectations for their behaviour are not made clear. The childminder offers continual praise throughout the day, which helps to raise children's self-esteem. She works closely with parents to meet children's care needs, and works in partnership to support their development stages, such as potty training. She recognises the importance of children becoming more independent with their self-help skills in readiness for nursery or school.

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

- Children have positive attachments to the childminder. When they ask for cuddles, the childminder responds affectionately. This helps children to feel emotionally secure.
- Partnerships with parents are good. The childminder works closely with parents to find out information about children's care needs and interests before children start attending the setting. She regularly shares her developmental records and sends photographs to parents to share children's activities during the day. This allows parents to extend the learning at home.
- The childminder has good knowledge of the early years foundation stage and uses this to create an exciting and diverse curriculum across all areas of learning. Children make good progress. Teaching is strong.
- The childminder encourages children's language development by asking questions and engaging in meaningful conversations with them. This has contributed to children's strong progress in language and communication. They are vocal and repeat familiar words and phrases.
- Children have many opportunities to develop their mathematical skills. They are introduced to early mathematical language as they play. For example, when playing with shapes, children were able to recognise 'two yellow shapes' when colours were matched together.
- The childminder teaches children to have a positive sense of self, praising their

achievements enthusiastically and encouraging them to try new things. This helps them to believe in their own capabilities and boosts their self-esteem effectively. However, there are times when the childminder does not establish and reinforce clear expectations for conduct and behaviour to help children be more considerate of others.

- Children are given numerous opportunities to extend their understanding of the local community and learn about the world around them. The childminder makes excellent use of local amenities such as the park, the library and the museum. Children also attend a weekly playgroup, giving them plenty of opportunities for physical development.
- The childminder provides nutritious snacks and supports parents to ensure a healthy packed lunch is provided. She uses these everyday routines to teach children the importance of following good hygiene practice, such as washing their hands before meals. Children have opportunities to develop their independence as they peel their own fruit. For example, with support, children peeled tangerines.
- The childminder uses a range of methods to help her evaluate and develop her knowledge, skills and the quality of provision. She regularly asks parents to comment on the quality of provision, including through the use of questionnaires. Parents are positive about the service provided.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her safeguarding knowledge is up to date. For example, she completes training and accesses local network meetings. The childminder uses these to underpin her strong knowledge and practice, to protect children from harm. She understands how to identify and act promptly upon any concerns that a child may be abused or neglected, including specific risks such as female genital mutilation. The childminder completes thorough risk assessments and practises fire drills with the children.

What does the setting need to do to improve?

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

- provide opportunities for children to understand the rules of the provision and the expectations for their behaviour.

Setting details

Unique reference number	EY271940
Local authority	Harrow
Inspection number	10063417
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	4 May 2016

Information about this early years setting

The childminder registered in 2003 and lives in Harrow. She operates from 8am to 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She supports children who speak English as an additional language.

Information about this inspection

Inspector

Karren Thompson

Inspection activities

- The inspector observed interactions between the childminder and the children indoors and assessed the impact on children's learning.
- The inspector completed a learning walk of the spaces used by the children and discussed these with the childminder.
- At appropriate times during the inspection, the inspector spoke with the childminder.
- The inspector observed children's developmental records. She tracked children's progress and discussed their individual targets with the childminder.
- A joint evaluation of an activity was completed with the childminder.
- The inspector took account of written comments from parents.

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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