

Childminder report

Inspection date: 3 June 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

The childminder is gentle and patient. She creates an environment where children feel safe and secure. She understands children's starting points and clearly sets out how she will support their next stage of learning. Children begin to increase their learning at their own individual pace because the childminder knows them well and how they learn best. For example, the childminder begins to attach words together to make simple sentences that very young children can repeat and understand.

The childminder places an importance on ensuring children are happy and settled in her home. She spends time during the settling-in period and throughout the childcare arrangement gathering information that enables her to support children's learning and development. She tailors the settling-in period to each individual child to support them to feel happy and gain confidence in tackling new experiences. Children settle quickly and they are interested in the activities available.

The childminder has a clear understanding of the skills that children need to develop. She provides a broad curriculum that provides plenty of challenging activities based on children's interests. The childminder is a positive role model for children. Children are patient and kind to each other, including very young children who begin to learn to take turns and share.

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

- The childminder encourages children to think about numbers during the day. They count the stacking cups, the wooden caterpillars in the fishing game and point as they count the wooden letters on the floor. Children think how many cups they need at lunchtime. They consider size and shape as they learn to use words such as 'tall', 'small', 'round' and 'square'.
- The childminder liaises effectively with parents and other professionals to help children, including children with special educational needs and/or disabilities (SEND), to make good progress from their starting points. She follows advice from experts to offer children with SEND better opportunities to fulfil their potential. This includes effective methods for managing children's behaviour so that all children can take part and contribute.
- The childminder provides healthy snacks and meals that promote children's health. She listens closely to parents' information regarding their child's dietary needs and preferences. The childminder encourages children to recognise different fruits and vegetables and know they are good for them. Children understand that they need to wash their hands before meals and play gently after lunchtime and before nap time to allow their food to digest to keep them healthy.
- The childminder establishes close relationships with parents and carefully follows

each child's individual care routine. She regularly exchanges information about children's achievements and next steps in learning to help parents support their children at home. Parents receive information daily, as well as individual parents' meetings once a month, to discuss children's learning and progress. Parents provide positive feedback that they are happy with the care and learning that their children receive.

- The childminder is committed to continuous professional development to further improve the quality of care and education she provides. She keeps up to date with changes to legislation and childcare information by attending local authority training and accessing early years information and courses on the internet. The childminder regularly evaluates and reflects on her practice. She seeks the views of parents to help make improvements.
- The childminder reads and sings songs with the children, who copy familiar words and sentences. However, on occasions, she does not provide sufficient time for children to respond to a question before asking another one. The childminder encourages the children to enjoy books by regular trips to the local library. Children select books that interest them and inspire them to read. The childminder is prompt to identify where children may need additional support. She works effectively with parents to make sure they access the relevant information and professionals to progress their child's learning.

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 ample time is provided for all children to process simple questions, clarify their thoughts, and respond in a way that further enhances their understanding and verbal skills.

Setting details

Unique reference number	EY289166
Local authority	Harrow
Inspection number	10351919
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	1 to 5
Total number of places	5
Number of children on roll	4
Date of previous inspection	17 May 2019

Information about this early years setting

The childminder registered in 2004. She lives in the London Borough of Harrow. The childminder operates her service from Monday to Friday, 7am to 7pm, for 50 weeks of the year.

Information about this inspection

Inspector

Julia Crowley

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 childminder.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views on 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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