

Childminder report

Inspection date: 25 November 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 welcomes children into her homely environment. They arrive happy and are very pleased to see their friends. They know the routine well and confidently remove their coats and shoes on arrival. They have built strong bonds with the childminder and any assistants and talk to them all the time as they play. The childminder knows the children very well. She ensures that she obtains information from parents about their child's development and their interests before they start. This helps to settle children in and feel comfortable with her.

The childminder plans the curriculum to support children to learn and have a wide range of experiences. She plans a theme based around the seasons and various cultural celebrations. Children recently learned about autumn and remember when they went for a walk to pick the fallen leaves and talk with the childminder about the colour changes. Children recall making pumpkin soup as they look at photos and show great delight when they say this was 'yummy'.

The childminder and any assistants are good role models and treat children with kindness and respect. Children show good manners and positive attitudes to their learning. They play very well together, sharing and taking turns. Older children welcome younger children and are considerate of their needs.

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

- The childminder's curriculum has a clear focus on supporting children to develop their social skills and become independent learners so they are ready for starting school. Children make good progress from their starting points and their behaviour is very good. From a young age, they are developing their independence skills well. They are able to feed themselves at lunchtime and to take care of their personal hygiene. For example, they are able to get a tissue to wipe their nose.
- Children enjoy exploring building bricks and make some intricate models. They work cooperatively together, sharing their ideas as they play. The childminder and any assistants sit close by, giving them time to use their own imagination and supporting them when they need some help. Children talk with the childminder and any assistants about the colours and sizes, and they count how many bricks they have used. This supports children's early understanding of mathematical concepts.
- Children show great interest in painting activities. They use brushes with good control as they make Christmas tree pictures and carefully sprinkle glitter. Some children really enjoy the painting. However, the childminder does not give them time for further exploration once the activity is completed and moves them on to other learning experiences too quickly.

- The childminder and any assistants support children's communication and language skills well. They talk to the children as they play and encourage singing times into the routine. Children join in with many well-known songs and rhymes and often sing independently as they play. The childminder is aware of the importance of using books in children's learning, and they enjoy reading books together. However, on occasion, the childminder does not consider how best to get the children's attention as she reads, which leads to the children getting restless and not fully listening to the story.
- The childminder promotes children's good health and well-being effectively. She provides a home-cooked nutritious lunch, which children enjoy. They have lots of opportunities for fresh air and exercise. For example, they use the well-resourced garden and go out regularly for walks around the local community. This helps children to learn about healthy lifestyles and their local neighbourhood.
- The childminder keeps parents well informed about their children's day and development. Parents are very happy with the care their children receive. Parental feedback includes that she has a kind and patient attitude that has a positive impact on their child's growth and development.
- The childminder is very experienced and continues to demonstrate a commitment to complete regular training for herself and any assistants. She keeps up to date with mandatory training and gets updates from the local authority to ensure she is aware of any changes to legislation and ways to improve her teaching skills further.

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:

- give children more time to explore and complete activities before moving them on to the next activity
- review the planning for story times to consider how to fully support children's concentration and maintain their interest while reading books.

Setting details

Unique reference number	EY337923
Local authority	Brent
Inspection number	10364167
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 8
Total number of places	6
Number of children on roll	14
Date of previous inspection	29 January 2019

Information about this early years setting

The childminder registered in 2006 and lives in Sudbury, in the London Borough of Brent. The childminder offers care each weekday from 7am to 7pm, throughout most of the year. The childminder receives funding for free early years education for children aged two, three and four years. The childminder holds a relevant childcare qualification at level 3 and works with one assistant.

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 childminder showed the inspector the areas of the home she uses for childminding.
- The inspector read parents' feedback forms to gain their views on the childminder's service.
- The inspector observed interactions between the childminder and assistants and the children, and spoke with them at appropriate times during the inspection.
- A sample of documentation, including DBS records and children's records, was looked at and discussed with the childminder.

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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