

Childminder report

Inspection date: 6 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

The childminder creates a well-organised space for children to enjoy a range of play experiences inside and outside. Children have the freedom to self-select what they would like to play with. The childminder uses her careful observations to ensure that she follows children's interests, as well as working on their next steps in learning. She works closely with the other settings children attend. This further supports the childminder to plan activities for children.

The childminder forms strong bonds with children and their families. She greets children with a huge smile and asks them about their day at nursery and school. Children show they are relaxed, and happy and safe in her home.

The childminder sets out her expectations for children's behaviour. She encourages children to show independence in washing their hands and self-selecting the foods they would like to eat. She models the language of 'please and thank you' and for sitting at the table for mealtimes and showing good manners.

The childminder promotes the importance of healthy eating. Children enjoy a range of fruits at snack time. The childminder takes time to talk to children about how healthy eating makes them 'strong' and helps them to 'grow.' She asks children about their favourite fruits. Children enjoy tasting a range of fruits, some of which include strawberries, blueberries and papaya. Children talk about their likes and dislikes and the childminder praises them for trying new fruits.

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

- The childminder places an emphasis on supporting children's communication and language skills. She asks questions to further encourage children's language and gives children instructions to check their understanding. The childminder provides dialogue as they play. Children respond well. For example, while playing with a pretend fire station, children follow the childminder's instructions for placing the ladder in the correct place. They repeat her language of 'all clipped on' when the ladder is safely in place.
- The childminder provides a range of activities to ensure that children have access to fresh air and exercise. For example, children can enjoy running, jumping and ball games in her garden area. The childminder teaches children yoga to help to develop their large-muscle skills and core strength. She takes children on a range of local trips to parks and gardens to provide further opportunities to develop their gross motor skills.
- Parents view the childminder as an 'extension of their family.' They are happy with the range of activities that she offers and how she supports their children with the next stages in their development. Parents feel particularly supported by

the help which the childminder has provided with potty training and reading, and also in supporting their children's emotional development.

- The childminder teaches children the importance of everyone being unique. She practises the different languages that children speak. The childminder offers children craft activities and reads books to help them to learn about a range of cultural festivals, some of which include Black History Month and Lunar New Year. She talks to children about the importance of celebrating differences.
- The childminder understands the importance of keeping her training up to date to further improve upon her practice. She engages in training locally and online. The childminder works closely with the local authority, so she is up to date with any new initiatives. She has a particular interest in supporting children's communication and language and has tailored her training within this area to further develop her knowledge and skills.
- The childminder supports children with special educational needs and/or disabilities well. She understands the importance of parent partnerships and knows how to access help and support from a range of external agencies. These include the speech and language service, local authority specialist advisers and local schools and nurseries.
- The childminder has clear expectations for how she expects children to behave. For example, with helping to tidy away toys, take turns and share. However, the childminder is not always consistent in ensuring that children are always carrying out her requests or responding to her suggestions. She does not consistently enable children to fully understand her high expectations and further develop socially acceptable ways to behave.

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 consistency in managing children's behaviour so that children fully understand what is expected of them and respond to requests.

Setting details

Unique reference number	EY395008
Local authority	Brent
Inspection number	10316947
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	3 to 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	17 May 2018

Information about this early years setting

The childminder registered in 2009 and lives in Wembley, in the London Borough of Brent. She employs an assistant. The childminder operates all year round, from 8am until 6.30pm, Monday to Friday, except for family holidays and bank holidays. The childminder has a childcare qualification at level 3. She accepts funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector

Penny Harman

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 and inspector completed a learning walk to discuss what she wants children to learn.
- The inspector carried out general observations of children with the childminder.
- The inspector looked at a range of testimonies from parents to seek their views of the childminder.
- The inspector looked at a range of relevant documents and discussed safeguarding arrangements 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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