

Childminder report

Inspection date: 1 August 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder is dedicated to working with children and has a gentle, kind and approachable manner. Strong attachments to the childminder help children feel happy, settled and secure. This in turn enables older children to concentrate in their play for extended periods. For instance, children enjoy participating in activities with wooden blocks, posting shapes and discussing colours, which also helps them practise hand-to-eye coordination. Children display good behaviour and learn valuable social skills as they follow the childminder's instructions and age-appropriate rules. Older children are also learning to manage their feelings and are caring towards younger children.

The childminder interacts purposefully with children and supports them in developing their communication and language skills very well. For instance, she encourages children to repeat new words and talk about what they are doing to improve their speech. The childminder plans stimulating activities that cover all areas of the curriculum, initially focusing on the prime areas of the early years foundation stage. She also provides daily opportunities for children to actively explore the garden or go on trips. During these trips, they learn about animals and plant growth. For example, during a recent trip to the park, they explored pond life, discovered frogspawn and tadpoles and learned about the life cycle of a frog.

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

- The childminder is dedicated and experienced. She knows children's individual needs and interests very well and carefully observes and assesses what children have achieved. She plans a range of interesting and challenging activities that help children make good progress from their starting points. However, the childminder does not always make precise use of her observations to plan as well as possible for children's next steps in learning.
- The childminder's teaching is good. For example, older children concentrate and focus well as they explore play dough and resources. They learn to use simple tools such as wooden rollers and push the cutters into the play dough to make effects. However, some adult-led activities do not always take account of the individual needs of the youngest children. Despite this, children develop skills to help with the next stage in their learning. For example, they confidently count objects, learn how a story flows and stack different-sized cups in size order.
- Children have ample opportunities to be physically active and to explore a variety of movements. For example, they engage in activities such as throwing and catching different-sized balls and using wheeled toys. Babies are active and they display good mobility, coordination and balance when crawling and accessing toys that are within easy reach.
- Children are familiar with the childminder's daily routines and expectations. For

instance, older children know that they need to wear suncream and a hat to protect them from the sun before going out in the garden. Overall, children are encouraged by the childminder to be independent. For example, they confidently explore the toys and resources available and help tidy up after play.

- The childminder consistently evaluates her work to ensure positive outcomes for the children in her care. She actively seeks input from parents, and their highly positive feedback is valued and shared. Additionally, she collaborates closely with the local authority and other childminders to enhance her skills and expertise.
- Partnerships with parents are robust and well established. The childminder regularly communicates with parents about children's progress and achievements, enabling them to support their children's learning at home. She also offers support and advice on children's sleep patterns and eating habits at home. Additionally, the childminder provides daily feedback and monthly reviews, which are highly valued by the parents.
- The childminder values the home lives of children and teaches them about other cultures and local communities. For example, children learn about a variety of festivals and share traditions from other cultures throughout the year. This helps children understand how to form good friendships and respect each other's individuality.

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:

- make accurate use of what is known about children in order to plan even more opportunities to support their individual next steps
- consider more closely how to adapt activities to ensure all children, in particular younger children, fully engage and benefit from the learning opportunities.

Setting details

Unique reference number	EY422579
Local authority	Brent
Inspection number	10351540
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	0 to 1
Total number of places	6
Number of children on roll	2
Date of previous inspection	20 September 2018

Information about this early years setting

The childminder registered in 2011. She lives close to Willesden Junction, in the London Borough of Brent. She cares for children all day, Monday to Thursday, throughout most of the year. The childminder has a qualification at level 3.

Information about this inspection

Inspector

Rubina Nijabat

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 provider.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.

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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