

Childminder report

Inspection date: 20 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 shows an awareness of each child's individual needs. She supports them to feel comfortable within the setting. For example, when children show that they are shy, the childminder spends time encouraging and supporting them to feel more confident. The childminder and children have strong attachments and children feel safe within her care. They show this by smiling and laughing as they tickle each other. Children enjoy the time that they spend together and with the childminder.

Children behave exceptionally well within the setting. They show a caring nature towards others. For example, children welcome others on arrival and help them to hang up their belongings on the coat stand. During their play, children ask others if they can play together. This supports children with their social development and helps them to create friendships.

The childminder provides children with plenty of opportunities to develop their independent skills. For example, she supports children during snack time to cut their own grapes in half. The childminder supports children's understanding of safety by explaining that grapes need to be cut long ways. The childminder is encouraging and uses phrases such as, 'You should be so proud of yourself' when children accomplish a task for themselves. This supports children to develop their self-esteem.

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

- The childminder is strongly focused on supporting children to develop their mathematical awareness. Children have ample of opportunities to explore different mathematical concepts. For example, children match the correct number of counters to the number that they roll on the dice. The childminder supports children when needed. She extends upon children's learning by including addition and subtraction for children to begin to explore.
- The childminder supports children to use their manners. She does this by role modelling. Children independently use their manners throughout their time at the setting. They show an awareness of what is expected of them. For example, children independently turn off the light and close the door when they have finished in the bathroom.
- Children show enjoyment when listening to stories being read to them. For example, they engage well when listening to a story about firefighters. Children have some opportunities to develop their communication and language skills. They label different parts of the fire engine, such as the 'siren'. However, on some occasions, the childminder frequently asks questions when engaging in activities with children. This does not allow children to consistently develop their

vocabulary.

- Children have plenty of opportunities to recall past experiences. For example, the childminder talks to children about a recent visit to the fire station. In the garden, children show the inspector the grass that they have previously grown in pots.
- On some occasions, the childminder supports children to remain focused in activities. For example, when children do not want to participate, she encourages them by saying, 'Can you help me to count'. Children enjoy helping and enthusiastically continue joining in with this activity. However, this is not consistent. At times, children struggle to remain focused and move from one activity to another. The childminder does not consistently use techniques to encourage children to remain focused. This does not allow children to fully explore each activity before moving on to the next.
- Children have opportunities to develop their problem-solving skills. In the garden, they fill buckets up with water. Children share how they want to pour the water down a pipe. The childminder encourages children to think of ideas to allow for this. Children place a bucket at the bottom of the pipe to catch the water. This gives children opportunities to explore their own ideas and develop solutions to problems.
- The childminder is reflective. She explains how she reviews her practice and how this helps her to develop and improve. The childminder sources training opportunities to support the individual children within her care.
- Parents have positive views of the setting. They express how they are happy with the information they receive from the childminder. Parents describe the setting as having a 'home from home' feel.

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:

- explore different techniques to allow children more opportunities to develop their communication and language skills
- develop techniques to support children to fully engage in activities to enable them to further explore learning opportunities.

Setting details

Unique reference number	EY423547
Local authority	Harrow
Inspection number	10316948
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 3
Total number of places	4
Number of children on roll	3
Date of previous inspection	17 May 2018

Information about this early years setting

The childminder registered in 2011. She lives in the London Borough of Harrow. The childminder operates all year round, from 8am to 4pm, on Tuesday, Wednesday and Thursday. She receives funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector

Emma Long

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 the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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