

Childminder report

Inspection date: 16 September 2021

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are confident and happy in an environment full of exciting and accessible learning opportunities. They benefit greatly from a well-considered curriculum. The childminder places a high priority on children's learning and wants them to achieve well. Children practise tasks to ensure that they are secure in what they already know, before moving on to new challenges. Young children learn how to take turns and make friends as they are gently reminded about acceptable behaviour.

Children show great interest and strengthen their concentration as they eagerly take part in their chosen activities. For example, they learn to fit train tracks together. The childminder teaches children to notice the different shapes and encourages them to experiment to try new ways to fit track pieces together. Children learn how to stay safe as they help one another to line up to walk to other rooms.

Overall, children learn to listen and speak clearly and confidently as the childminder places a strong emphasis on communication. The childminder helps children to notice sounds, such as soft to loud, during the popular music times. Children develop a keen interest in instruments. They learn the different sounds a guitar can make as they delight in gently plucking the strings.

The childminder has skilfully adapted his procedures in response to the COVID-19 pandemic, to support children's emotional security. Even children very new to attending settle with ease. They develop a familiarity with the childminder before they start as they visit him daily, in the front garden. Parents report that they are very pleased with the quality of care and level of learning their children experience, which they feel included in.

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

- The childminder understands the importance of keeping children safe. He keeps children within sight and/or hearing at all times, especially as they move into different rooms in the home. The childminder recognises the importance of children learning about hazards. For instance, children use safety knives as they cut bananas for their snack.
- The childminder's home is well resourced and provides lots of stimulating activities that are suitable for the young children that attend. The childminder places an emphasis on supporting children's emotional security and personal skills. He is consistent in his approach when setting clear behaviour expectations, and children learn how to be patient and wait their turn. The childminder skilfully uses storybooks to teach children how to manage their impulses. Young children are beginning to learn to identify how they are feeling.

Children are confident in the consistent support they receive and readily approach the childminder for comfort and cuddles when needed.

- Children have access to a range of books, which they regularly use. The childminder readily accommodates their requests to 'read stories'. The childminder helps young children to learn how to handle books and encourages them to notice pertinent words in the story, in readiness to develop a love for reading. Children repeat new words and learn to use them in the correct context. However, occasionally, children do not benefit from hearing the correct pronunciation of words to learn how to label objects accurately. For instance, the childminder uses words such as 'choo choo' instead of 'train'.
- The childminder promotes children's good health. Children learn about healthy foods as they relish the freshly prepared meals. The childminder alerts their attention to food that is better for their growing teeth. They exert their energy and enjoy dancing at music times. Children learn that keeping healthy constitutes good hygiene habits, eating well and exercise. The childminder mostly organises the routine well to meet children's needs. However, he has not considered the length of time children spend waiting for their food. Young children begin to become frustrated when they have to wait for a long period for their food.
- Children have good opportunities to engage in daily physical play. The childminder takes children to the local parks, where they can practise to control balls and release their energy to stay healthy. Young children enjoy playing with the 'red balloon' indoors and discuss the sound it could make if it went 'pop'. The childminder introduces them to counting as they wait for the balloon to float back down.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps up to date with child protection training. He is fully aware of the possible indicators of abuse and knows the procedures to follow in the event of a concern. The childminder understands the steps he must follow to ensure that assistants are properly vetted for their suitability to work with children. Children learn about how to play safely. The childminder encourages them to be mindful of the toys around when exploring their environment.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- consider the organisation of the lunchtime routine to minimise the length of time young children wait for their meals
- help children to further develop their speaking and language skills by pronouncing words correctly.

Setting details

Unique reference number	EY428974
Local authority	Brent
Inspection number	10206680
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	6
Number of children on roll	4
Date of previous inspection	14 February 2020

Information about this early years setting

The childminder registered in 2011 and lives in the London Borough of Brent. He operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. He works with an assistant.

Information about this inspection

Inspector

Malini Mandalia

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 provider and has taken that into account in their evaluation of the childminder.
- The inspector observed the quality of education and the impact this has on children attending.
- The inspector sampled a range of documentation, including attendance records and children's record forms.
- The inspector reviewed parent feedback forms to ascertain parents' views of the setting.

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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