

Childminder report

Inspection date: 24 July 2025

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

Children happily enter the bright and welcoming setting. The friendly childminder greets children warmly as they arrive. Children are confident and respond well to the childminder. They enjoy the time that they spend with her. Children smile and laugh as they join in with different learning opportunities.

The childminder plans a variety of opportunities to develop children's understanding of shapes. Younger children enjoy threading different coloured shapes onto string. This supports children to develop their hand-eye coordination, as well as their fine motor skills. Older children enjoy creating their own images. For example, they use a variety of different shapes to make a rocket. This enables all children to develop their awareness of shapes within play experiences.

The childminder supports children to behave positively. She encourages children to share. The childminder uses phrases, such as 'sharing is caring', to support children's understanding. She also reminds children to use 'kind hands' throughout sessions and take turns. Children have plenty of opportunities to develop their independence skills. The childminder encourages children to put their own shoes on when going into the garden. She is encouraging. For example, the childminder gives children 'high fives' when they achieve a task. 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 passionate about children having opportunities to participate in sensory experiences. She explains that sensory play supports children's brain development, as well as their motor skills. Children enjoy taking part in sand and water play. They use their hands to explore the different textures. This gives children opportunities to explore sensory materials.
- Children have opportunities to develop their language skills. The childminder introduces new words to older children. For example, she explains 'crescent moon' as she labels shapes. Younger children also have opportunities to develop their language skills. The childminder labels items, such as the 'brick' when children build and 'star', as they select shapes. This supports children to enhance their vocabulary.
- Children have opportunities to develop their mathematical awareness. The childminder encourages children to count, such as they count bricks as they build together. Children also count the steps that they take when moving around the setting. Older children have opportunities to further develop their understanding. For example, they take part in a number matching activity. This supports children to enhance their mathematical understanding.
- Children enjoy exploring books with the childminder. They spend time identifying

the shapes that they can see in the images. The childminder supports children to identify the different aspects of the shapes by counting the sides. For example, they count the sides of squares and triangles.

- On some occasions, the childminder does not adapt activities to support all children. For example, older children enjoy taking part in a number and shape matching game. However, the childminder does not differentiate activities consistently to support younger children to fully engage. This means that younger children do not always fully benefit from opportunities provided.
- Children enjoy playing with musical instruments, such as recorders and toy trumpets. Children dance to the sounds that they create. The childminder explains how this supports children to express themselves.
- Younger children enjoy taking part in action songs. They spend time moving their bodies in different ways as they take part in 'sleeping bunnies'. Children are highly engaged. They smile and laugh as they take part in this activity. This supports children to develop their large motor skills.
- Children enjoy playing with play dough. They spend time manipulating play dough and using a range of different cutters. The childminder explains how this supports children to develop their hand muscles and fine motor skills.
- The childminder is reflective. She explains how she identifies positive aspects of practice and the areas that she would like to improve on.
- Parents and carers share positive views of the setting. They explain how the childminder genuinely cares for children. Parents are happy with the warm, safe and nurturing environment that she provides. Parents also express how they feel confident with the childminder's knowledge on their children's allergies.

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 techniques to adapt activities to support younger children to fully engage.

Setting details

Unique reference number	EY435376
Local authority	Harrow
Inspection number	10407716
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 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	16 January 2020

Information about this early years setting

The childminder registered in 2011 and lives in Harrow. She holds a degree in early years. The childminder operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides government funded childcare.

Information about this inspection

Inspector

Emma Long

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about children's learning and development.
- The inspector spoke with the childminder about the leadership and management of the setting.
- The inspector observed the interactions between the childminder and children.
- 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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