

Childminder report

Inspection date: 2 March 2020

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 has strong, warm relationships with children. She spends time getting to know children well and provides familiar routines and activities that children greatly enjoy. The childminder has high expectations of behaviour and manages this area effectively. She shares her expectations with children and explains why some behaviour is not acceptable. Children behave well. They learn to share and to take turns, for example, by sharing toys and resources as they play. They learn to respect themselves and others from diverse backgrounds. The childminder takes them to a children's centre and the library on a weekly basis where they socialise with children from numerous backgrounds and where they enjoy learning about many cultural events and celebrations. She supports the children well in both their home language and English, giving them opportunities to use both in a way which is seamless, for example when they read dual-language books together. Children demonstrate that they are developing good communication and language skills as they confidently talk to each other and to adults. Children's independence is encouraged, and they can do things for themselves, such as putting on their jackets and shoes when getting ready to go out.

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

- The childminder promotes children's communication skills very well. She understands the early skills children need to listen, understand and speak, particularly for children who speak English as an additional language. For example, she uses both their home language and English when talking about something or when reading stories, recognising the importance of children's exposure to both languages.
- The childminder establishes close partnership working with parents. She engages in daily discussions, creating a good two-way flow of communication. The childminder uses information from parents to help her better understand children's needs and changing interests. She keeps parents up to date with their children's learning and progression.
- Children have excellent opportunities to build on their social skills in various situations. They enjoy weekly sessions at a local childminder group and regularly mix with other children of local childminders. Children learn important skills such as sharing, taking turns and being aware of the feelings of others.
- The childminder plans a wide variety of stimulating activities linked well to children's interests. She balances this effectively with the need for children to choose their own toys and resources. She has a flexible approach to teaching and adjusts activities according to the children's individual needs and preferences.
- Although the childminder has kept up to date with statutory training, such as

safeguarding and first aid, she has not prioritised her own professional development for some time to strengthen her practice.

- Children's good behaviour is promoted through praise and encouragement. The childminder is a good role model for them. She has a calm, gentle approach when giving explanations to children so that they listen and understand the rules.
- Children make good progress from their starting points and are learning the skills they require for their future transitions. The childminder provides interesting opportunities for children to develop their fine motor skills, to help with their pencil control in readiness for school.
- The childminder encourages children to recall stories and rhymes, for example, when children were taking part in an activity with play dough and wooden sticks, she reminded them of the story they had read about 'The Three Little Pigs'. The children remembered the story and used the play dough props to help tell the story, building on their vocabulary and ability to anticipate what is going to come next.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her duty to keep the children in her care safe. She knows the signs and symptoms which may cause her concern about the welfare of a child in her care and she keeps her safeguarding knowledge up to date. The childminder knows the procedures to follow if she has such a concern. She has made herself aware of the indicators which may mean a child is at risk of being exposed to extreme ideas or behaviours. She understands the need to report any changes to Ofsted, including those relating to new assistants.

What does the setting need to do to improve?

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

- explore ways to engage in professional development opportunities that focus more precisely on developing further knowledge and skills and raising the quality of teaching to an even higher level.

Setting details

Unique reference number	EY459300
Local authority	Brent
Inspection number	10075393
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	2 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	19 January 2016

Information about this early years setting

The childminder was registered in 2013 and lives in Harrow in the London borough of Brent. The childminder operates her service all year round from Monday to Friday, from 8am to 6.30pm, except for bank holidays. She accepts funding for the early years entitlement for children aged two, three and four years. She holds a childcare qualification at level 2.

Information about this inspection

Inspector

Anne Maher

Inspection activities

- The inspector carried out a learning walk with the childminder and assessed how she plans and implements the curriculum.
- The inspector observed children and how the childminder interacted with them.
- The inspector carried out a joint observation with the childminder and assessed the quality of teaching practice.
- The inspector took account of the views of parents and children.
- The inspector held discussions with the childminder at appropriate times.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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