

Childminder report

Inspection date: 17 February 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder is kind and caring and provides a welcoming environment for all children. They are settled, happy and content in the childminder's care. The childminder uses assessments well to monitor and identify children's next steps accurately. Children make good progress from the individual starting points and develop skills which will support their future learning. The childminder carries out regular observations of the children to track their progress. She plans interesting activities to close possible gaps in children's learning. On rare occasions, the childminder works alongside her husband as her assistant.

The childminder's teaching is good. She provides children with the necessary time that they need to explore and experiment in their play. For example, when older children mould buildings with flour, they exclaim, 'Look, I've made a castle'. Younger children enjoy playing in resources such as the tent ball pit. They throw balls up 'through' the roof, clapping in glee. Children develop good communication skills. Even the youngest children respond to the childminder's questioning. The childminder successfully tailors her teaching to children's individual needs. For example, she encourages older children to use mathematical language while completing a jigsaw, connecting the number two to the child's age. Younger children are encouraged to transport toys during play.

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

- The childminder plans what she wants the children to learn, based on an accurate understanding of their individual progress. She enhances their understanding through a range of stimulating activities and incorporates their interests to engage them. However, the childminder does not provide as many opportunities for children to practise their early writing skills.
- Children are confident and have high levels of self-esteem. They are sociable and, overall, are considerate towards their peers. For instance, older children share resources with younger children and include them in their play. However, the childminder does not consistently help children to understand age-appropriate expectations and boundaries.
- The childminder supports children's physical health and well-being effectively. She encourages them to make healthy choices at snack time. For example, they have a choice of rice cakes, porridge or multi-grain cereal. Children have a good range of opportunities to access fresh air and physical play. They visit the library, fields and other groups where they can develop their large-muscle control while learning to balance and climb.
- The childminder implements good hygiene practices to teach children about personal needs. However, she does not consistently make full use of opportunities to encourage children to be independent and develop their self-

help skills further. For instance, to wipe their own noses and dry their hands themselves before mealtimes.

- The childminder provides a range of activities for children to develop their literacy skills. Children freely choose books to read and show an interest in stories. The assistant encourages children to appreciate books and stories as they sit next to him and listen to him read. Children are confident talkers who excitedly identify the illustrations in the book.
- The childminder knows that continuity of care is important for children and so establishes effective partnerships with parents. She exchanges information daily and holds review meetings, for instance, every three months at the child's home.
- The childminder prepares children well for their next stage of learning. For example, she knows when children are moving towards toilet training. Through role play with dolls and play potties, she encourages them to think about when their nappy needs changing.
- The childminder evaluates her provision effectively. She knows what works well and how to improve outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder can identify and act upon any concerns that a child may be suffering from abuse or neglect. Training on wider safeguarding issues, such as the 'Prevent' duty, enables her to safeguard children from extreme views and behaviours. She knows the signs to look out for regarding female genital mutilation. The childminder completes thorough risk assessments and ensures that children's safety is her highest priority. Safeguarding policies and procedures are implemented effectively.

What does the setting need to do to improve?

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

- extend opportunities for children to draw, make marks and develop their early writing skills
- consistently help children to understand age-appropriate expectations and boundaries
- use all opportunities to help children carry out tasks they are able to and develop their self-help skills further.

Setting details

Unique reference number	EY402745
Local authority	Harrow
Inspection number	10137964
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	8 September 2015

Information about this early years setting

The childminder registered in 2009 and lives in the London Borough of Harrow. She operates from 8am until 6pm on weekdays throughout the year. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector
Karren Thompson

Inspection activities

- The inspector completed a learning walk of the spaces used by the children and discussed the different activities she provides to support children's learning and development.
- At appropriate times during the inspection, the inspector spoke with the childminder and children.
- The inspector observed children's developmental records. She tracked children's progress and discussed their individual targets with the childminder.
- A joint evaluation of an activity was completed with the childminder.
- The inspector looked at a selection of documents, including evidence of suitability checks and statutory documents, such as first-aid certificates.

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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