

# Childminder report

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Inspection date: 6 March 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Good

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

### The provision is good

The childminder offers good-quality care and learning in a nurturing, very safe, child-friendly and welcoming environment. Children's unique needs are known by the childminder. She makes good use of her knowledge of children's needs and interests to plan engaging activities which boost their learning. For instance, toys are set up throughout two large playrooms and the corridor to support children who like 'space to play'. The childminder knows when to support children with their learning and when to keep a safe distance and watch as they play. Children confidently explore the good range of resources available to them. They are inquisitive and motivated to tackle challenges in their chosen play and learning. Children show great determination to complete tasks, such as sorting and placing the alphabet in order and slotting shapes into a shape sorter. They are particularly keen to explore the good range of battery-operated toys and listen to the different sounds each toy makes. Children love sharing books and joining in with their favourite nursery rhymes and songs. They make good progress in relation to their starting points, and develop skills which will support their future learning.

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

- The childminder has a good knowledge of the early years foundation stage and uses this to plan an exciting and diverse curriculum across all areas of learning. She knows the children extremely well, and thoughtfully considers their individual needs. Children's next steps are rigorously monitored and are discussed with parents. This enables parents to be involved in their child's development and supports children to make good progress.
- The childminder observes children and assesses their progress. She swiftly recognises if children need additional support. She works closely with parents, for instance by attending meetings with other professionals, and implementing ideas and suggestions that will benefit the children in their learning and development. Parents praise how well children settle and the progress that they make.
- Children's communication is given high priority and the childminder ensures she uses eye contact when speaking. The childminder encourages children to make the sounds of letters. They know these and pick up the letters G and H when they are sounded out from the childminder.
- The childminder helps children to develop an early understanding of mathematics. For example, they learn about numbers as the childminder models using number language when they play with bubbles in the garden.
- The childminder plays alongside children and supports them to develop their ideas and thinking further. She knows when to sit back and allow children time to play at their own pace. Additionally, she knows when to join in with their play to enhance their learning experiences and promoting their curiosity. Children are

well motivated to learn and remain engaged and focused in activities for long periods.

- The childminder reflects on her practice and recognises areas where she can improve. She attends courses to enhance her knowledge and meets with other childminders to share information and ideas.
- Children are supported to develop their independence and self-care skills. They learn to put on their shoes and coats before they go outside. For instance, they learn to put the velcro straps on their shoes.
- The childminder makes excellent use of local amenities such as the park and library. Children benefit from daily opportunities to gain fresh air and exercise, which contributes to their good health. This also helps children to understand about the diverse world they live in. However, learning opportunities in the outdoor area are not as consistently available as those that are offered indoors.
- Children behave well. The childminder consistently praises children, helping them to understand what they have done well. She is a good role model and guides children well.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding policies and procedures are implemented effectively. The childminder uses these to underpin her robust knowledge and practice, to protect children from harm. She can promptly identify and act upon any concerns that a child may be abused or neglected. Training on wider safeguarding issues, such as the 'Prevent' duty, enables her to safeguard children from extreme views and behaviours. She is also knowledgeable on 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.

## **What does the setting need to do to improve?**

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

- develop consistent learning opportunities in the outdoor area for those children who prefer to learn outside.

## Setting details

<b>Unique reference number</b>	137703
<b>Local authority</b>	Brent
<b>Inspection number</b>	10061731
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	9 February 2016

## Information about this early years setting

The childminder registered in 1992 and lives in Wembley, in the London Borough of Brent. She operates flexible hours and offers weekend care all year round. The childminder receives funding to provide free early education for children aged two, three and four years.

## 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.
- 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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