

# Childminder report

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Inspection date: 20 October 2022

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

Children have formed strong attachments with the childminder, who is experienced, caring, patient and enthusiastic in her approach. The childminder offers a welcoming learning environment where children feel happy, safe and secure. Children have fun, laugh and giggle as they explore the inviting playroom. They are extremely confident in expressing their own preferences and interests. Children relish the praise and encouragement that they continually receive from the childminder. This contributes to their high levels of self-esteem and emotional well-being.

Children are full of smiles and enjoy the activities the childminder provides. They independently select what they want to play with from a good selection of resources. The childminder encourages children to share and take turns when they play. Children understand what is expected of them, behave well and are developing good social skills and independence. The childminder ensures that children have opportunities to play with other children outside of her setting, such as when she meets with other childminders and visits local playgroups. As a result, children develop good social skills. Children enjoy using the open space the childminder offers, both inside and outside. For instance, they freely move around, accessing toys and making choices in all areas.

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

- The childminder has developed trusted relationships with parents. She communicates with them on a daily basis about their children's day, learning and development. Parents value the advice and support the childminder gives them to support their children's learning at home. They feel that their children have made good progress with the childminder to become confident, independent and sociable.
- Children are provided with a rich curriculum of learning opportunities and experiences. The childminder plans a range of activities to help children extend their experiences. For example, children curiously mix and explore the cornflour and water in a tray and learn how to scoop it up with spoons and fill small jars. This supports their physical development. Young children become engrossed in the process. This helps children to build an interest in learning, which helps them be prepared for their next stage of learning at pre-school or school.
- The childminder provides ample opportunities for children to have fresh air and exercise. Children learn to use tricycles in the garden, which helps to strengthen their large muscles. They develop their small hand muscles by correctly holding tools, such as colouring pencils when mark making.
- The childminder speaks about her work with great passion. She knows children and their families well. The childminder is a good role model and demonstrates

her understanding of how young children acquire good language skills. She engages children in interesting two-way conversations and also encourages them to talk about their home experiences. For instance, a discussion about oral health is expanded to include healthy foods. This approach helps to make learning more meaningful for children.

- The childminder places a high focus on developing children's mathematical abilities. She provides ample resources to help children to recognise numerals. Children learn to talk about the size of objects and describe their shape and properties. They sort objects and begin to count accurately.
- The childminder encourages children to manage their own self-care needs, for example when supporting their toileting needs. Children demonstrate an increasing understanding of the routines in the day. For example, they tidy up their toys before washing their hands for lunch. The childminder praises children's efforts generously. This raises their self-esteem and confidence.
- The childminder knows the children well and understands what she needs to do to help them move on to the next stage in their learning. She identifies any gaps in the children's learning and plans focused activities to address them. However, at times, the childminder does not offer sufficient challenges for children to build on and extend their learning.
- The childminder reflects on her practice to identify areas to improve children's learning. However, her continued professional development is not focused closely enough on what will help to further improve her good teaching to the highest level.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the signs which could indicate that a child is at risk of harm. This includes safeguarding issues, such as children being at risk of being exposed to extreme views or behaviour. She keeps her safeguarding knowledge up to date. The childminder is clear about her responsibility to report any concerns about a child's welfare, including any allegations, to the local safeguarding partnership. The premises are very safe and secure. The childminder supervises children constantly as they play, indoors and outdoors, and while they are eating. This ensures children's safety while they are in her care.

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

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

- deepen children's learning by providing them with additional challenge in their play and their tasks
- seek professional development opportunities to raise the quality of teaching to consistently high levels.

## Setting details

<b>Unique reference number</b>	137636
<b>Local authority</b>	Brent
<b>Inspection number</b>	10234192
<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 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	9 December 2016

## Information about this early years setting

The childminder registered in 1983. She lives in Harlesden, in the London Borough of Brent. The childminder operates her service Monday to Friday, from 8am until 6pm, term time only, apart from bank holiday and family holidays.

## Information about this inspection

### Inspector

Rizwana Nagoor

### 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 childminder and has taken that into account in her evaluation of the setting.
- The childminder showed the inspector the areas she uses for childminding. They discussed the early years curriculum and how the childminder organises her provision.
- The inspector observed the quality of education and evaluated the impact on children's learning. She spoke to children and took account of their experiences with the childminder.
- The childminder ensured that her documents were available for the inspector to view. The inspector also took account of written feedback from parents.

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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