

Childminder report

Inspection date:

23 October 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

The childminder works closely with families to build secure relationships. When children start, she gathers information about them to understand their needs and where they are in their development. Children show enthusiasm as they take out roles in their play. For example, they use toy kitchen tools to pretend to make meals for visitors. The childminder reads stories to children and knows which books are their favourite. This helps to build on their love of books. Children are keen to communicate. However, younger, quieter children do not always receive the support they need to develop their vocabulary further. At times, the childminder does not consider arrangements of the provision and the interests of younger children in planned activities. This can impact on children's learning and emotional well-being.

The childminder encourages children to use good manners. However, she does not always support them to understand how to behave appropriately. For example, she asks them to tidy up but when children do not respond she does not support them to meet behavioural expectations and adhere to boundaries set. This means that children do not receive consistent messages about how they are expected to behave.

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

- The childminder plans well for some children's learning. However, she does not fully consider the learning needs of younger children to make sure they benefit from planned activities. The childminder does not consistently organise the learning environment well enough to follow younger children's emerging interests. For example, they cannot see all parts of an activity or reach and use tools with ease. The childminder completes actions for them which means they become frustrated as they are not able to have a go for themselves. This impacts negatively on children's learning experiences.
- The childminder introduces new words, such as, 'slippery' and 'freezing' during a group activity with ice. Older children copy this language and begin to use this as they play. For example, they describe how the dinosaur is 'freezing' and talk about how 'slippery' the ice is.
- The childminder does not always help children to learn how to develop respectful relationships with others. For example, during activities, the childminder does not consider how actions, such as repeatedly leaning over children to support others, affects their learning.
- Children are encouraged to follow good hygiene routines. They wash their hands after using the toilet and before eating. Children explore a range of foods during role play. However, the childminder does not develop children's knowledge and understanding on the importance of eating fruit and vegetables leading to a

healthy lifestyle.

- The childminder supports children well to use numbers and mathematical language throughout the day. For example, the childminder sings number songs, uses the language related to size with toy animals and encourages children to count what's on their plate at mealtimes.
- The childminder plans regular trips and outings in the local community. Children enjoy visiting farms and places of interest. They tell visitors about the animals they saw at the farm and what the baby animals are called. This helps children to learn about the world around them.
- The childminder praises children on their achievements and gently reminds them of the boundaries set. Yet she does not explain why rules are in place or always ensure children adhere to boundaries. This means children continue to take toys from one another and do not always listen to instructions given by the childminder.
- Partnership with parents is positive. Parents say they are happy with the support they receive for children's key milestones, such as learning to walk. The childminder attends training to support children in their development. Additionally, she knows to work with external professionals should she have any concerns about any areas of a child's development.

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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
plan more effectively to meet younger children's individual needs and interests consistently to help them make the best possible progress	13/11/2024
organise the premises more effectively so children learn to explore themselves and develop confidence in their learning	13/11/2024
improve practice to ensure respectful interactions are modelled to support children to learn more about developing positive relationships.	13/11/2024

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

- develop children's awareness of the importance of healthy lifestyles, including making healthy food choices
- improve the arrangements for supporting children to manage their behaviour, so that they receive consistent messages about how they are expected to behave.

Setting details

Unique reference number	137481
Local authority	Brent
Inspection number	10324751
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 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	22 November 2023

Information about this early years setting

The childminder registered in 1997. She lives in Harlesden, in the London Borough of Brent. The childminder is available Monday to Friday, all year round, apart from family holidays and bank holidays.

Information about this inspection

Inspector

Tina Twynham

Inspection activities

- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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