

Childminder report

Inspection date:

30 April 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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The childminder has made some improvements since her last inspection. She has improved risk assessment and ensures that she meets adult-to-child ratio requirements. She has improved her understanding of recruitment and induction procedures for new assistants. However, the quality of education that the childminder provides is still variable. She does not monitor the implementation of her curriculum effectively. Some experiences that children receive do not build on what they already know and can do. Older children show interest and remain focused during activities that are planned. However, the childminder does not always ensure that activities are appropriate for the younger children present. In addition, there are times when younger children's language skills are not supported well. This means children are not supported to make consistently good progress.

Despite some weaknesses, the childminder and her assistants provide a welcoming and homely atmosphere. On arrival, children share cuddles with their familiar adults and settle quickly, showing that they feel safe and secure. The childminder and the assistants build warm and trusting relationships with all children.

Children behave well. The childminder supports them to show care and consideration towards one another. For example, older children tell the younger ones to get coats and shoes before outdoor play.

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

- The childminder ensures that she, and her assistants, have all completed mandatory training. She observes the practice of her assistants and offers some support to improve their interactions. However, she does not always focus professional development opportunities sharply enough to improve her own and the assistants' knowledge and teaching skills to enhance the quality of education to consistently good levels.
- The childminder provides freshly cooked food. However, her current meal arrangements do not consistently support children's good health. For example, children sit on the floor while eating and share some food from one plate. This means that although children wash their hands before lunch, the childminder does not ensure that she minimises the risk of contamination. This is because children touch the floor and their feet while eating and sharing food.
- The childminder understands the importance of building children's communication and language. She introduces new words to extend children's learning. For example, children learn words such as 'roti' as they explore with dough. Children hear nursery rhymes and listen to stories during the day. However, this is an aspect of the curriculum that is not always implemented consistently. At times, interactions between assistants and children are limited.

For example, assistants ask too many closed questions, such as questions about which colour, shape or number children can see.

- Children play outdoors each day. Their physical skills are supported well as they move freely, hop and jump. Children laugh and run as fast as they can as the childminder and the assistants engage them in a chasing game. Children practise skills, such as throwing balls, sliding and swinging. Children have plenty of opportunities to strengthen their small muscles and mark-making skills.
- The childminder understands effective practice when changing nappies, such as gaining children's consent and showing them dignity. However, the assistants do not consistently follow this practice, which does not successfully teach children about respect and privacy.
- The childminder and the assistants plan activities that promote children's critical-thinking skills. For example, they provide activities that help children to practise sorting and matching. However, they do not always deliver activities well to include younger children. As a result, younger children do not always fully engage. This has some impact on their attitudes towards their learning.
- Children learn to behave well. The childminder models appropriate behaviour to children and teaches them to use manners when they ask for something. Children help to pack away toys and resources. This helps them to learn how to care for their learning environment.
- Parents speak highly of the childminder and her setting. They say that she and her assistants are kind and nurturing towards their children. Parents are happy with the regular communication they receive. They say that this keeps them up to date on care routines and what their child is learning. They say that they observe progress in children's learning and development over time.

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, the provider must:

	Due date
identify areas of professional development and provide more targeted support and coaching to improve the quality of teaching and outcomes for all children	30/07/2024

ensure all children's good health is consistently promoted, including by minimising risk of cross-contamination.	30/07/2024
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To further improve the quality of the early years provision, the provider should:

- identify further ways to support children's communication and language skills to help them develop their speaking and understanding
- strengthen assistants' awareness of respectful practice when supporting children's personal care needs
- plan and deliver activities to consistently support the learning needs of younger children, enabling them to be more involved in the activities on offer.

Setting details

Unique reference number	147743
Local authority	Harrow
Inspection number	10321705
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	1 to 2
Total number of places	6
Number of children on roll	17
Date of previous inspection	7 November 2023

Information about this early years setting

The childminder registered in 1994. She lives in the London Borough of Harrow. The childminder operates all year round, all day, Monday to Friday, except for bank holidays or family holidays. The childminder works with assistants.

Information about this inspection

Inspector
Agnes Wink

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder led the inspector on a learning walk and talked to the inspector about what she wants children to learn.
- The childminder and the inspector evaluated an activity together during a joint observation.
- The quality of education was observed, and the inspector assessed the impact that this has on children's learning.
- Parents shared their feedback with the inspector.
- Relevant documentation was observed and discussed, such as a certificate for first-aid training.

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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