

Childminder report

Inspection date: 30 January 2020

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in these exceptionally spacious and well-organised surroundings. Children are very enthusiastic and are keen to learn and explore. For example, they hunt through a vast array of toys, choosing their favourite trucks and cars which they push around the floor. They find play food in the role-play kitchen and carefully place the food on plastic plates, which they serve to the childminder. This helps children to recreate experiences from home in their play. Children delight in the childminder's undivided attention as she sits on the floor and genuinely enjoys joining in with their play. The childminder is exceptionally warm, caring and sensitive to children's individual needs. Children develop close attachments with her and show that they feel safe, happy and valued. Children have outstanding levels of positive well-being and self-motivation. The childminder is an excellent role model for children. She sets highly effective and consistent boundaries for their behaviour. Children's manners and behaviour are superb. The childminder expertly models patience and tolerance, and guides children's development through activities that interest them. Children thoroughly enjoy dancing around the room to their favourite farmyard nursery rhymes. They imitate the noises the animals make and tell the childminder what the animal is, by pointing to the posters on the wall.

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

- The childminder has a strong focus on implementing a careful settling-in process. She learns about children's routines, background information, interests and their likes and dislikes before the parents leave children in her care.
- The childminder carries out extremely accurate and detailed observations and assessments of children's learning. These assessments enable the childminder to quickly identify gaps and use this information to highly and effectively plan for and enhance children's learning experiences. Children make excellent progress, given their starting points, and are extremely well prepared for the next stage in their learning.
- Children's communication and language skills are promoted exceptionally well. The childminder expertly uses her conversational skills to promote children's thinking and listening skills. Children express themselves well and are excited to share their experiences, such as pretending to fly the helicopter to Switzerland to see their grandparents.
- Children use exceptional mathematical skills. The childminder supports them to understand mathematical language, such as 'half' and 'quarter', and how two halves make a 'whole'. The childminder uses her high-quality teaching to support children's critical thinking in an excellent way. For example, children concentrate for long periods of time as they problem solve using shapes to make buildings. They enhance their mathematical development as they identify the different colours and shapes, such as circle, rectangle and square.

- The childminder builds on children's understanding of the wider world effectively. For instance, children visit various people and places within the community. They delight in meeting elderly people at a day-care centre and enjoy outings to the local park to feed the ducks. This helps children to learn about people, places and religions as they share their own experiences. Children attend activities at local groups and enjoy participating in songs and rhymes. They have opportunities to socialise with other children of their age and form close friendships.
- Children's literacy skills are enhanced extremely well. They enjoy action songs, which encourage their speaking and physical skills. For example, children laugh with joy as they jump up and down re-enacting the words of a song. Furthermore, children join in with the repeated refrains as the childminder reads stories.
- Partnership with parents is an extremely high priority. Daily assessments are rigorous and shared in detail with parents, who work closely in supporting children's progress at home. Parents are very complimentary about the setting and the childminder.
- The childminder reflects extremely well on her practice. For example, she has reorganised the storage of resources so that children have more space to play. The childminder provides parents with opportunities to share their views of the provision to help her to identify any areas for future improvement.
- The childminder follows a meticulous programme of professional development and attends regular training. This helps her to keep up to date with the latest legislation and improves her teaching practice to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder updates her safeguarding knowledge frequently through regular training. She has excellent knowledge and understanding of safeguarding and child protection. She is quick to identify signs and symptoms which may indicate a child is at risk of harm, and understands wider safeguarding issues and the 'Prevent' duty. The childminder understands her role and responsibility to safeguard children and knows who to contact if she has any concerns. The childminder teaches children how to keep themselves safe to help prevent them from having accidents. For example, they have an excellent understanding of why they need to tidy away toys and resources so they do not trip or fall. They understand why they must not run indoors.

Setting details

Unique reference number	147954
Local authority	Harrow
Inspection number	10137966
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	11 November 2015

Information about this early years setting

The childminder registered in 1994 and lives in the London Borough of Harrow. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for three- and four-year-old children. The childminder works with an assistant.

Information about this inspection

Inspector

Laxmi Patel

Inspection activities

- The inspector and the childminder carried out a learning walk to understand how the early years provision and the curriculum are organised.
- The inspector observed the childminder's interactions with children and assessed the quality of her teaching.
- The inspector talked with children and the childminder at appropriate times throughout the inspection. The inspector discussed with the childminder the progress the children present have made from their starting points and her plans to move them forward.
- The inspector looked at all relevant documentation, including children's records and evidence of the suitability of household members and assistants.
- Written feedback from parents and other childcare settings was looked at and the inspector took account of these views.

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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