

Childminder report

Inspection date:

4 February 2020

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

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

The childminder provides a warm and inviting environment for children. Since the last inspection, the childminder has undertaken training. However, she has not identified or sufficiently focused her training needs to improve her teaching to ensure it is beneficial for children. The childminder does not plan for the small steps children need to support and challenge their developing language and understanding. She has good-quality resources to support children's learning that reflect the diverse community. The childminder shares the children's daily activities with their parents. However, she does not gather enough information about children's home lives and languages to help her support their acquisition of English. Children have close relationships with the childminder. Children play together happily and behave well. They enjoy planned activities and confidently choose what they want to do from the available resources. The childminder takes children out each day to play in the fresh air. Children enjoy being physically active. The childminder teaches children how to keep themselves safe in the play spaces they use. Children visit playgroups with the childminder. They meet and play with other children, which helps them to share experiences.

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

- The childminder has not focused her professional development or evaluated her practice to help maintain outstanding practice. For example, she does not focus on strengthening her teaching to help children to develop a wide vocabulary and become confident communicators.
- The childminder helps children manage their feelings and to play cooperatively together. She encouraged children to take turns using equipment to cut and mould play dough.
- Although children are curious and generally concentrate well during activities, the childminder does not give consistent explanations, explore children's ideas or fully encourage their independence. She does not ask questions to encourage children to think or to check their understanding. For example, when children excitedly point out a helicopter outside, the childminder gives them the name but does not use this opportunity to talk about it more.
- Children are learning to listen and follow instructions. For example, when the childminder sings the tidy-up song they enjoy putting the resources back in the right boxes.
- The childminder reads stories with the children. Despite this, she does not use these opportunities to encourage less confident speakers to talk about the story.
- The childminder describes her intentions for the children's development but is not confident in planning the small steps that will help them secure their learning. Her plans for young children are not always age- or stage-appropriate and her expectations are too high.

- Children know they must wash their hands before snacks and lunch. The childminder provides a range of healthy snacks and meals for children. The childminder helps children put on their coats and boots rather than encourage them to have a go. They enjoy their time outside. Children climb apparatus and slide confidently. Children develop good physical skills. The childminder reminds them to be careful, teaching them to keep safe, for example, to bend and tuck their heads under when going through the climbing frame.
- Parents are happy with the service the childminder provides for the children and how they are developing. The childminder shares a daily diary to keep parents up to date with what their children have been doing during the day. However, she gathers minimal information about the children's home backgrounds and languages. The childminder does not use their home languages in play to develop children's confidence to speak in English or check with parents how fluent they are in their home language.
- Children have secure relationships with the childminder, who supports their emotional well-being. They look to her for reassurance and affirmation, which she gives warmly.
- The childminder teaches children to solve problems. She showed them how to turn dials on activity centres. Children laughed as they twisted the dials and as heads popped up they pushed them down again.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge and understanding of the local safeguarding procedures up to date. She knows the signs that a child may be at risk of abuse and neglect, and how to support children if they show indicators that something is wrong. She knows who to contact to report any concerns for a child's safety and welfare. The childminder understands wider safeguarding concerns, such as influence from other people's extreme beliefs or practices that put children's welfare at risk of harm. The childminder's home is safe and secure. She supervises children well and makes ongoing risk assessments to remove any hazards.

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 relevant training which is sufficiently focused on the needs of the children to improve teaching and learning.	02/03/2020

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

- ensure activities for children build on what they know and focus on the small steps they need to achieve to make good progress
- encourage children to think through their ideas, express their thoughts and increase their vocabulary in age appropriate ways
- review how information is gathered from parents about children's development in their home languages, to monitor this and their English speaking skills.

Setting details

Unique reference number	147974
Local authority	Harrow
Inspection number	10137969
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	3
Date of previous inspection	12 November 2015

Information about this early years setting

The childminder was registered in 1996. She lives in the London Borough of Harrow. The childminder operates her service all year round from Monday to Friday, except for bank holidays and family holidays. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Ruth George

Inspection activities

- The inspector held discussions with the childminder to understand how the early years provision and curriculum are organised for children.
- The inspector sampled some documents, including the safeguarding policy and suitability of household members.
- The inspector read questionnaire responses from parents and considered their views.
- The inspector observed the interactions between the childminder and children.
- The inspector evaluated the effectiveness of an activity with the childminder.

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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