

Childminder report

Inspection date: 24 August 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children receive exceptionally high-quality care and early education. They flourish in the childminder's care. The childminder has an inspiring approach when teaching children and supporting their language development. She provides children with exciting and interesting activities. The childminder introduces children to a rich vocabulary while they play. For example, children reach for the science box where they find different types of material and torches. They shine the torch through the material and other equipment around the house. Children discuss how some are 'translucent' to the light, while others are 'opaque'. Children form wonderful bonds and attachments with the childminder, who expertly involves them in risk assessments to ensure their safety. For instance, children enthusiastically relate why there are locks in the cupboards, how the floor must be kept clean and doors closed. Children explain how fire drills work, how often they are done and how they keep safe at evacuation points. While the childminder was explaining her daily risk assessment routines, children asked if they could take over and explained themselves to the inspector how the house is kept safe for them.

Children access various activities and choose from the resources that they know well. The childminder holds thoughtful conversations with them, and they play harmoniously together. For example, children choose to play with the magnet box. They explore and find objects to test with the magnets. Children then describe how magnets attract metal, and not plastic or wood. The childminder is a highly skilled teacher. Children's behaviour is exemplary, and the childminder is a great role model to them. The highly reflective childminder excels at delivering age-appropriate routines and challenging activities. She is passionate about her role to provide children with meaningful, high-quality learning experiences.

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

- The childminder is highly skilled in promoting children's independence. Children prepare their own snack and lunch, carefully cutting cheese and washing various fruits. The childminder continues to promote children's language, alongside increasing their fine-motor skills. For example, children learn to cut the cheese diagonally to have slices, rather than chunks, of cheese. They are highly eager to do things for themselves. Children enjoy taking responsibilities, and they have a huge feeling of achievement and satisfaction.
- The childminder has exceptionally high expectations for each child. Children are exceedingly motivated to join in activities. The childminder accurately matches the curriculum to children's learning needs. Children's language is inspiring, and they listen intently to the childminder as they play. Children access songs and stories, and have plenty of imaginative-play opportunities. For example, they decide to dress up as a 'spider monster'. Children draw it on the paper and find

their favourite outfit. Later, they explain with sophisticated language what their costume consists of to become a 'spider monster'.

- Children behave exceptionally well. They are polite and respectful. Children communicate with great confidence, such as when greeting the inspector, while out on walks or while requesting the toys that they would like to play with.
- The childminder is courteous and kind to children. She listens carefully to their every word and ensures that they feel their contributions are valued. This has a significant and positive impact on children's personal development.
- The childminder meticulously plans the educational programme to meet children's needs. The range and breadth of the well-implemented activities ensures that children make the best possible progress.
- Children benefit from the childminder's admirable teaching skills that ignite their curiosity and inspire them to learn. They become totally engrossed as they look through food cards. Children select foods that are healthy and unhealthy. The childminder expertly embeds their learning even further by asking questions, such as 'which food has carbohydrates and which has proteins?' Additionally, she asks, 'which ones are good for you and which ones should you only eat from time to time.' Children learn about nutrition, and are given time to think and provide their answers.
- Partnerships with parents are exemplary. They speak highly of the care which their children receive and the life skills that their children are learning. Parents comment that they feel privileged that the childminder cares for their children. They report on the wealth of information that the childminder shares to ensure continuity of care for children at home.
- The childminder has consistently built on her professional development since her last inspection. This has positively impacted on her provision and the exceptional progress that children make. The childminder focuses her professional development on the needs of children. For example, she became a mental-health first aider to support children and parents during the COVID-19 pandemic.

Safeguarding

The arrangements for safeguarding are effective.

The childminder gives children's safety and welfare top priority. She shows a confident understanding of safeguarding and child protection procedures. The childminder continually refreshes her understanding through further training and research on how to protect children. She confidently identifies possible indicators of abuse. The childminder knows precisely what to do should she have any concerns about a child's welfare. She keeps her house safe for children while involving them extremely well in learning to keep safe. Children's excellent communication skills support their ability to tell an adult if something is wrong.

Setting details

Unique reference number	148009
Local authority	Harrow
Inspection number	10234245
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 10
Total number of places	3
Number of children on roll	10
Date of previous inspection	14 October 2016

Information about this early years setting

The childminder registered in 1997 and lives in Harrow, Middlesex. She operates her service all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers early funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karinna Hemerling

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 provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about her intentions for children's learning.
- The children spoke to the inspector about what they like to do while at the childminder's.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with written feedback from parents and a sample of key documentation.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.

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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