

Childminder report

Inspection date: 17 October 2022

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

What is it like to attend this early years setting?

The provision is good

The childminder is dedicated and passionate towards her role and responsibilities. Children settle very quickly into her care and display a strong bond with her. Children are very happy. They feel safe and secure. They have optimal opportunities to manage risks independently and gain an early awareness. Children concentrate intently as they pretend to use play hammers and saws to fix the childminder's chair. Children are valued and respected. They display exemplary behaviour helped by the excellent role modelling of the childminder.

Children are keen learners. They are constantly engaged in activities and enjoy imaginary role-play games for long periods. For instance, when playing with construction blocks and small-world figures, children answer questions and name their favourite character. Children have wonderful opportunities to build on their increasing physical skills. For instance, they regularly visit the woods and climb and balance on large logs. Children show interest in nature around them. The childminder responds by visiting a local beehive and incorporates discussions about eating healthily. Children engage in activities that reinforce the importance of oral hygiene and why brushing their teeth is essential.

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

- Children make good progress. The childminder observes children and makes plans based on their interests and what they need to learn next. Children are given good opportunities to recall and remember previous learning experiences. She revisits activities that help children to remember and talk about what happened during these experiences.
- The childminder supports children's language and communication skills well. She reads stories and holds conversations with children during their play. She models correct language and introduces new words to extend their vocabulary. For instance, children proudly know the name of complicated dinosaurs, such as 'tyrannosaurus'.
- The childminder is very keen for children to learn life skills. She gives children opportunities to help with everyday tasks, such as tidying away after play. Children learn that a clean environment helps them to stay healthy. Children's health and well-being are superbly supported by the childminder. She is adept at introducing a deeper learning about health and its benefits on the body. For instance, she uses the word 'hydration' in response to children's discussion about the benefits drinking water has on the 'brain'.
- The childminder focuses her continuous professional development on identifying areas to improve and enhance her practice. She has attended a wide range of training and puts this knowledge into her practice to support children in her care.

- When playing skittles, children make simple calculations. For example, children work out how many skittles are knocked down and how many are left standing. The childminder encourages them to recount how many skittles they have knocked down, to reinforce counting skills and develop their early mathematical skills.
- Children's behaviour is exemplary. The childminder encourages children to express their feelings. She uses stories to help children learn about different emotions. She validates children's feelings. For example, when children tell the childminder they feel sad, she reassures them and asks them what would make them feel better.
- The childminder continually reviews her provision to ensure children in her care make good progress. She gathers the views of the children and parents and uses these to make positive changes. Parents speak highly of the childminder. They appreciate the support given by her.
- The childminder offers children a broad range of enjoyable activities in her home, to help to promote children to make choices based on their curiosity. However, she has not fully considered how to support new children to make use of all the resources and to fully explore and lead their own play.
- The childminder has established strong links with other childminders in the local area. She uses her experience and good knowledge to share high-quality practice. In addition to this, she is part of the 'Early Years Learning Partnership', that supports other local childminders to raise standards for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in safeguarding children. She demonstrates a strong knowledge of the signs and symptoms that children may be at risk of harm. The childminder completes regular training to refresh her safeguarding knowledge, which includes wider safeguarding issues such as radicalisation. She has a detailed safeguarding policy with relevant contact numbers that she can access when necessary. The childminder carries out regular risk assessments of her home to ensure she provides a safe environment for children to play.

What does the setting need to do to improve?

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

- review ways to support new children to gain even more confidence, to discover the learning environment and explore and lead their own play.

Setting details

Unique reference number	154266
Local authority	Harrow
Inspection number	10234264
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 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	13 December 2016

Information about this early years setting

The childminder registered in 2001. She lives in Harrow, in the London Borough of Harrow. She works Monday to Friday, from 8am to 6pm, all year round, apart from bank and family holidays.

Information about this inspection

Inspector

Anahita Aderianwalla

Inspection activities

- This was the first routine inspection the provider 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 discussed how she ensures the premises is safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning on the learning walk.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector completed a joint observation with the childminder and observed the interactions between her and the children.
- Parents views were taken account of by the inspector.
- The childminder had a long discussion with the inspector. She 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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