

Childminder report

Inspection date: 2 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children form strong bonds with the childminder and her assistant. Toddlers come for reassuring cuddles and older children are keen to share their achievements. The childminder uses her observations to assess children's individual needs. Overall, she plans activities which support children's development well. Children are happy and comfortable in their surroundings. They move freely around the available rooms and outside area, choosing how they want to play. Young children spend long periods of time at activities. They concentrate as they play with cars and explore in the sand pit. Children climb equipment safely and with skill and count 'one, two, three' as they prepare to glide down the slide. Children learn how to be kind and play cooperatively with one another. The childminder plays alongside children and reminds them about good behaviour. She has high expectations of all children at her setting.

Children have ample opportunities to learn about living a healthy lifestyle. The childminder provides a healthy, home-cooked lunch each day, based on children's individual dietary requirements. Children have plenty of opportunities to play outside in the childminder's garden. They use large play equipment to help to build on their physical skills. Children learn about good hygiene routines, such as washing their hands before snack. They are being introduced to the importance of brushing their teeth, through games and conversations.

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

- The childminder has good relationships with parents to help children have continuity in their care and learning. Parents speak highly about the good-quality care that she provides. The childminder informs parents about their children's progress. She supports parents to know how to support their children's learning at home.
- The childminder and her assistant are passionate about their setting and value the quality of care that they provide. They undertake regular training to ensure that they fulfil their roles and responsibilities effectively. The childminder and her assistant normally work together at all times. They have a close bond and open lines of communication. This ensures that the childminder is able to support the quality of her assistant's practice.
- The childminder plans a broad curriculum and children access a wide range of resources which are easily accessible. The childminder provides children with a good blend of adult-led activities and self-chosen play. However, during adult-led play, the childminder and her assistant are too quick to intervene and complete tasks for children. They do not give children enough time to have a go for themselves and build on their thinking skills, as well as they could.
- Overall, the childminder and her assistant successfully promote children's

communication and language skills. For example, the childminder names sea animals that children bring to her and encourages them to repeat the words. Children who speak English as an additional language have some opportunities to use their home language as they play. For example, they are encouraged to count and say 'goodbye' in their home languages. However, the childminder does not consistently support children who speak English as an additional language to extend their language and vocabulary further.

- Children are encouraged to be independent. For example, they find their own coats on the peg and are beginning to try and put these on. The childminder supports children's confidence and self-esteem well. Children develop skills which will support them well in the next stage of their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a clear understanding of child protection matters, including their roles and responsibilities to safeguard children. They attend relevant training to keep up to date with broader safeguarding issues, such as radicalisation. There is a safeguarding policy in place which the childminder shares with parents. The childminder knows the local safeguarding partnership procedures to follow should she have a safeguarding concern. She understands the significant events that she must notify Ofsted about. The childminder carries out regular risk assessments to minimise risks in the environment.

What does the setting need to do to improve?

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

- develop children's thinking skills further by allowing them time to experiment and solve problems for themselves
- support children who speak English as an additional language to develop their emerging language skills and build on their vocabulary further.

Setting details

Unique reference number	2514964
Local authority	Brent
Inspection number	10205222
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Willesden, in the London Borough of Brent. The childminder operates all year round from 8am until 6pm, Monday to Friday, except for family holidays and bank holidays. She works with an assistant. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Anna Hindhaugh-Feldman

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 childminder and has taken that into account in the evaluation of the setting.
- The childminder showed the inspector the areas used by children and explained how she supports children's learning and development.
- The inspector observed the quality of interactions between the childminder, her assistant and children. She assessed the impact of these on children's learning.
- The inspector looked at documents. These included evidence of the suitability of the childminder, her assistant and household members.
- Parents provided their written views of the childminder's service, which the inspector took account of.
- The inspector and the childminder carried out a joint observation of an activity together.

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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