

Childminder report

Inspection date: 14 September 2022

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 within this setting are happy, settled, and confident. The safe, open-plan play space encourages children's natural curiosity. Children investigate the environment with interest. They are eager to learn and can follow simple instructions to complete a given task. For example, children show high levels of concentration using spoons to fill paper cups with pasta to make their own shakers. Children develop close bonds with the childminder. They seek her out for comfort and reassurance when needed. Children's care routines are dealt with in a sensitive manner, individualised to meet each child's needs.

The childminder has high expectations of children. Even the youngest children show high levels of independence. For example, children want to help with the straps on the highchairs at lunch. They clap their hands proud of their accomplishment once successful. Children can use cutlery independently to feed themselves at mealtimes. They are reminded to say 'please' and 'thank you' to promote good manners.

Behaviour of children is good. Children are learning how to play cooperatively alongside one another. The childminder is a positive role model to children and reminds them to share and be kind. Children are beginning to understand that their actions affect others.

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

- The childminder plans a broad curriculum that allows all children, regardless of ability, the opportunity to participate and achieve. She has a clear understanding of what children know and what they need to learn next. Children consistently make good progress from their starting points and are well prepared for the next stage of their learning.
- Children's communication and language development is well supported. The childminder understands the importance of providing children with access to a wide range of vocabulary. Children enjoy regular story and singing sessions. During activities, the childminder uses repetition to reinforce key vocabulary.
- The childminder engages children in a range of activities that promote early mathematical and problem-solving skills, for example using puzzles and shape sorters. However, during these activities, the childminder does not always give children sufficient time to problem-solve independently.
- Children have opportunities to develop their emerging social skills by mixing with larger groups of children at local playgroups. This allows children to build confidence within different settings and negotiate building relationships with others. The childminder also meets regularly with other local childminders, giving the children opportunities to build friendships with other minded children

of similar age.

- Parent partnership is strong. The childminder provides parents with feedback daily, both verbally and through a written diary. Regular 'sharing records' meetings are held where parents can discuss with the childminder the progress their child has made. Parents describe the childminder as patient and nurturing. Parents report that they can see the development in their children's language and social skills since starting at the setting.
- The childminder works with parents to ensure healthy lifestyles for children. Parents provide children with meals, while the childminder provides additional healthy snacks when needed, such as fruit.
- Children have daily opportunities to be physically active both within the settings garden as well as visits to the local park. Children explore the different areas of the park with curiosity. They test their physical abilities at the playground, and learn about life cycles when visiting the little pond, where they witness tadpoles, now transformed into frogs.
- The childminder ensures that the diversity of the community is reflected within the setting. Children's home languages are celebrated, and key words are shared to help children feel settled and secure. During settling-in periods, the childminder takes care to understand what is important to families and incorporates celebrations into the planning. Children can see themselves positively represented in the setting with resources reflecting all backgrounds and abilities.
- The childminder is reflective in her practice. She seeks regular feedback from parents and other professionals to help continue to improve her practice. The childminder continues to enhance her own professional development by attending regular training. The childminder has a network of other childminders that she can seek advice and support from.

Safeguarding

The arrangements for safeguarding are effective.

The childminder continues to update her knowledge of safeguarding by attending regular training. The childminder has a clear understanding of the different categories of abuse and the signs to look out for. The childminder recognises the importance of keeping clear records and how to report any concerns she may have. She ensures the environment for children remains safe and secure through undertaking daily risk assessments. The childminder is clear on the procedure to follow should an allegation be made about herself or anyone within her household. She begins to teach children about keeping themselves safe, discussing road safety during trips within the local community.

What does the setting need to do to improve?

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

- extend opportunities to support children to independently solve problems and challenge their thinking skills even further.

Setting details

Unique reference number	2524502
Local authority	Brent
Inspection number	10215046
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	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in the London Borough of Brent. She operates all year round, from 8am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder accepts the early education funding for eligible two and three year olds.

Information about this inspection

Inspector

Natalie OLeary

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 showed the inspector the premises and discussed how they ensure these are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder 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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