

Childminder report

Inspection date:

15 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 form strong emotional bonds with the childminder. She makes sure they feel happy and safe. She has high expectations, working hard to build their confidence and independence. For example, she gives them responsibilities, such as cutting fruit for their snack and making their own play dough.

The childminder knows what the children enjoy playing with and plans activities that include their favourite resources. This increases their engagement and ensures they remain focused. She joins in with their play, asking questions and introducing ideas to extend their learning. For example, while watering their sunflowers, children notice a worm in the soil. The childminder immediately suggests they get magnifying glasses to look more closely at the worms and then asks questions about what they see.

Since the COVID-19 pandemic, the childminder has noticed gaps in children's physical development. She has worked hard to increase opportunities for children to improve their large-physical skills. She now takes them on daily visits to local parks and playgrounds, where they can practice running, jumping and climbing.

Behaviour is good. Children thoroughly understand the childminder's routines and how they should behave. She provides gentle encouragement and praise to raise their self-esteem, helping them feel emotionally secure.

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

- The childminder is committed to her role and strives to do the very best she can for the children she cares for. She keeps her practice up to date by undertaking regular training and professional development. She regularly evaluates her practice and is keen to make improvements. For example, she recently attended a forest-school course to broaden and enhance her provision.
- The childminder works with parents to support a consistent approach to children's care, such as when toilet training. She gathers information from parents about their children's needs, likes and dislikes before they start. She uses this knowledge to ensure they settle in confidently.
- The childminder knows the children very well. She plans a range of stimulating activities that meet the age and stage of development of every child. Children with special educational needs and/or disabilities are identified effectively, and gaps in development are quickly addressed. The childminder regularly shares information with other professionals to ensure their individual needs are met.
- Communication and language are a focus of the childminder's provision. She models spoken language well. She regularly describes what the children are doing, giving them constant exposure to spoken words and simple sentences.

However, she does not always encourage the children to 'use their own words' and practise their speech. This means some children are not developing as well as they could in this area.

- Children are developing a love of books and reading. They select favourite books to share with the childminder and enjoy singing familiar songs and rhymes. However, they do not have as many opportunities to practise their early writing skills.
- The childminder seizes every opportunity to incorporate mathematical language into activities. Children practise their counting and solve simple problems with numbers during daily routines. This ensures their mathematical learning is progressing well.
- The childminder supports children's personal, social and emotional development effectively. She encourages the children to play together, taking turns and sharing resources.
- Children learn about the importance of good oral hygiene. For example, they practise cleaning play teeth with toothbrushes. The childminder promotes healthy eating. She prepares and cooks all of the food so that she knows the ingredients. She provides healthy snacks and water throughout the day.
- The childminder has developed good relationships with parents. She communicates with them daily, sending photos of what their children have been doing. Parents report that they are very happy and praise the childminder for her help and support. They say that their children have made good progress in their learning and development since attending the provision.
- The childminder uses the local area very well. She takes the children on regular visits to local parks, play areas and the shops. These trips enrich their learning experiences and develop their understanding of the world they live in.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her safeguarding responsibilities. She knows what to do if she has any concerns about a child's welfare and acknowledges the importance of taking prompt action to help protect children. She attends regular training to ensure that she remains up to date with safeguarding requirements and any changes in legislation. The childminder supervises children well and ensures that her home is safe and risk free. She carries out regular risk assessments, helping her to identify and remove possible hazards to keep children safe. All the required documentation and records are in place.

What does the setting need to do to improve?

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

- provide further encouragement and more opportunities for children to practise

their spoken language, ensuring every child makes good or better progress in their communication skills

- provide further opportunities for children to practise their early writing skills, helping them develop their small-physical skills further and increasing their understanding of written language.

Setting details

Unique reference number	2556476
Local authority	Brent
Inspection number	10232096
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	2 to 7
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. She lives in Wembley, in the London Borough of Brent. The childminder is open all year round, Monday to Friday, from 8am to 6pm.

Information about this inspection

Inspector
Paul Church

Inspection activities

- This was the first routine inspection the childminder has 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 she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views on 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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