

Childminder report

Inspection date:

26 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 are happy. They enjoy the time they spend in the childminder's welcoming and nurturing home. Children have strong bonds with the childminder. Relationships are warm and trusting and children are safe and secure. They know how to play collaboratively, share and take turns. For example, children are motivated and lead their own learning by playing a game in which they take turns inserting coins. Children are very clear about established routines, which they follow. They know to take their shoes off inside. Children respond well to the childminder's high expectations. They know how to behave. When children take toys from each other, the childminder explains why it is unacceptable. This helps to remind children about appropriate behaviour. Children learn how to be independent and can manage their own personal care.

Children benefit from a wide range of opportunities to develop their physical skills in line with their age and stage of development. They enjoy the activities available in the childminder's home. Children have frequent opportunities to be active during visits to the local park, where they also explore the natural world. They have good opportunities to socialise with others and learn more about the wider world.

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

- The childminder offers a variety of interesting activities to enrich children's experiences. Children curiously explore dry cereal in a tray and learn how to scoop it up with spoons and pour it. This supports their physical development. Young children become engrossed in the process. This helps children to build an interest in learning that helps them to be prepared for their next stage of learning at pre-school or school.
- Children have good opportunities to mark make and this helps to support their early writing skills. Young children make marks with a wide range of objects, including chalk. Older children are beginning to recognise the letter sounds. They apply this knowledge as they look at alphabet books and make the sounds they recognise, such as 'a' for 'ant'.
- The childminder monitors children's progress to identify any gaps in their learning. When children need extra help, she is proactive in seeking the support they need. She works closely with other professionals so that all children can make the progress they are capable of.
- Children learn to count accurately. They apply this learning in their play. For instance, they count blocks, find the matching number on a puzzle and recognise common shapes in their environment.
- The childminder provides effective support for children's communication and language skills. Older children have a wide vocabulary. They use a range of different sentence structures in their speech. The childminder speaks clearly to

the younger children, which helps them to pronounce words correctly. Children who speak English as an additional language are supported well here.

- Children learn about the importance of living a healthy lifestyle. They engage in conversations with the childminder about healthy eating and follow good hygiene routines.
- Parents speak highly of the care and education their children receive. They comment on the good progress their children have made since starting with the childminder. Parents are pleased when their children give the childminder a big hug when they arrive and say they are in 'safe hands'.
- Overall, the childminder offers good opportunities for children's learning. However, her planning does not always make the most of these opportunities, in order to help children extend their learning further to gain new knowledge and practise skills.
- The childminder demonstrates a genuine enjoyment in her work and in being with children. She reflects on her practice and seeks the views of children and families to inform changes to her setting. She has a good understanding of the impact that the COVID-19 pandemic has had on her setting and has reviewed changes that work well and that she will continue to keep. However, she does not always specifically focus training opportunities to develop her knowledge even further and provide children with wider experiences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands what to do if she suspects that a child is exposed to extreme views or behaviour, alcohol misuse or bullying. She knows how to respond when a child is at risk of possible harm or abuse, or if an allegation is made against her. The childminder is aware of the impact that a child's family life may have on their development. She knows where to seek safeguarding advice and support and understands the role of relevant agencies. The childminder manages risks effectively in her home and while on outings. She maintains accurate records of children's health and attendance.

What does the setting need to do to improve?

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

- focus more clearly on identifying opportunities to further extend and broaden children's individual learning across the curriculum as they play
- enhance the use of ongoing training opportunities to raise the quality of education to a higher level.

Setting details

Unique reference number	2560166
Local authority	Brent
Inspection number	10232122
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She works in the London Borough of Brent. The childminder operates during term time only, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate qualification at level 3. She is in receipt of funding for children aged two and three years.

Information about this inspection

Inspector
Rizwana Nagoor

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 talked to the inspector about their curriculum and what they want the children to learn.
- The inspector carried out a joint observation of activities with the childminder.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector observed the quality of the education being provided and assessed the impact that this was having on the children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder to work with children.

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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