

Childminder report

Inspection date: 3 March 2023

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 safe and happy with this warm and nurturing childminder. They develop warm relationships with her and feel content and secure under her care. They approach the childminder for cuddles or choose to sit on her lap as they take part in activities. Children behave well. They are eager to please the childminder and enjoy the warm praise that she offers. For example, they smile as the childminder exclaims, 'Well done for tidying up so well!' This descriptive praise helps children to understand the positive behaviours they should display.

Children benefit from the way that the childminder carefully considers the needs of individual children and adapts her provision accordingly. For example, the childminder plans opportunities for children to meet others at local playgroups. This supports them with developing their interactions with other children of their age.

Children learn about the world around them. They participate in activities within the local area, such as visiting local nature reserves and playgrounds. This helps children to feel part of their local community and to develop their physical skills as they explore.

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

- The childminder has clear expectations for what she would like children to learn in the communication and language curriculum. She describes what the children are doing as they play. She gets down to the children's eye level and models language skilfully to them. The childminder uses an effective balance of commentary and questions as she encourages children to participate in high-quality, two-way interactions with her. She sings many songs with the children. This helps them to develop a wide range of vocabulary and learn the necessary skills to participate in a conversation.
- The childminder reads some stories to children. However, she does not always ensure that books are easily accessible to children to support them to develop their love of books and expand their vocabulary further.
- The childminder has a good understanding of how to support children who speak English as an additional language. She uses words in children's home language, alongside pictures. This helps them to develop their communication skills in both English and their home languages. It also supports children to develop their sense of identity and feel proud of the languages they speak.
- The childminder considers how to support children to develop their physical skills. They strengthen the muscles in their hands as they squash and roll play dough or drink water from an open cup. The childminder plans some opportunities for children to develop their gross motor skills, for example as they climb at the park or play in the sandpit.

- The childminder knows the children she looks after well. She can explain the progress they are making and has some understanding of children's next steps, particularly within the curriculum for communication and language. The childminder uses this information to plan suitable learning opportunities for children. At these times, this helps children to make good progress in their learning.
- The childminder does not always have a clear understanding of the next steps in children's learning for their physical development. This means that the childminder does not always plan specific learning opportunities to help children make consistent progress in this area of the curriculum.
- The childminder builds warm and effective partnerships with parents. She communicates well with parents, verbally and via a messaging app and diary. This communication means that parents are well informed of their child's progress and what they have been doing at the setting. The childminder offers support and advice to parents where necessary. For example, she offers parents guidance about toilet training.
- The childminder keeps her professional development up to date. She accesses a variety of professional development opportunities offered by online organisations. The childminder works in partnership with the local authority and approaches them for advice or support where necessary. This leads to good outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that the environment is well organised, clean, safe and secure for children. She makes use of an effective, continuous risk assessment process, ensuring that there are no risks to children throughout the day. Children are well supervised by the childminder. The childminder keeps her safeguarding knowledge up to date through attending regular courses. She understands the processes to follow if she has concerns about a child's well-being.

What does the setting need to do to improve?

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

- provide children with easy access to a wide range of stories throughout the day
- plan opportunities in physical development to support the next steps in children's learning to support their progress in this area.

Setting details

Unique reference number	2581124
Local authority	Harrow
Inspection number	10251011
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	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in the London Borough of Harrow. She cares for children Monday to Friday, from 8am to 6pm.

Information about this inspection

Inspector

Jenny Gordon

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the childminder.
- Children spoke to the inspector about what they enjoy doing in the setting.
- The inspector observed the interactions between the childminder and children.
- The inspector viewed letters written by parents and took their views into account.
- The inspector held discussions with the childminder about her practices and procedures.

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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