

Childminder report

Inspection date: 11 January 2023

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

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy at this warm and nurturing setting. They are excited to engage in the wide range of learning opportunities available to them. Children understand the routines and expectations at the setting very well. For example, children choose their own puzzles to play with and then tidy up after themselves when they have finished.

Children make excellent progress due to the very high expectations that the childminder has for what they can achieve. They become confident communicators because of their consistently high quality interactions with the childminder and co-childminder. Children show excellent focus and concentration during play. For example, they concentrate well as they cut their fruit into small pieces for snack time. Children develop their independence skills very well. Two-year-olds get their own shoes and put them on themselves. They find their coats and are learning to put them on. Developing self-care skills such as these helps to build children's self-esteem.

Children respond very well to the childminder's calm and positive manner. They build warm relationships with her and her co-childminder. Children demonstrate excellent behaviour. They respond well to the childminder's high quality modelling of positive behaviour. For example, children learn how to take turns on the slide when the childminder models how to do this and stays closely by the children, praising them as they take turns well. Modelling and descriptive praise such as this supports the children to understand expected behaviours well.

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

- The childminder works with her mother who is also a registered childminder. They are a strong team who share skills, ideas and training to help all the children make excellent progress.
- The childminder has designed a curriculum which develops children's communication and language skills exceptionally well. Adults get down to the children's level and model new language to them. For example, the childminder plays with a child who is using a pretend tool kit and discusses the 'pliers' that the child is using. Adults read a wide range of stories to children throughout the day. Children learn to express themselves confidently and develop a wide range of vocabulary.
- The childminder teaches children the skills they need to work as a team, such as turn-taking, sharing and participating in conversations. For example, children pass each other the puzzle pieces they need as they work together to complete a puzzle. These important skills support children to build friendships with their peers.

- The childminder supports children to think critically and problem-solve. For example, the childminder asks pertinent questions to support children to work out which tool they need to make the play dough flatter. The childminder encourages children to persevere and have a go if things are challenging. If a child says they can't do something, the childminder responds by saying, 'Yes, you can,' and encourages the child to keep trying. Developing skills such as perseverance and problem-solving will help children to excel at the next stage of their learning journey.
- The childminder carefully plans how to help children to develop their physical skills. Children develop their fine motor skills as they cut paper, squeeze play dough or thread shapes onto a string. The childminder supports children's gross motor skills well. She carefully considers how to help them to develop their balance and coordination. For example, the childminder shows the children how to ride tricycles and toy cars in and out of cones. Children kick a ball backwards and forwards or dance to music. This means that children make excellent progress in their physical development.
- The childminder supports children to develop their mathematical knowledge well. For example, adults carefully help the children to count their pieces of play dough. This supports children to develop their understanding of numbers to 10. Adults use mathematical vocabulary, such as positional language, with the children throughout the day. For example, the childminder asks children, 'What is in between the lion and the hippo?' This helps children to gain an excellent grounding in important mathematical concepts.
- The childminder has an excellent understanding of the individual needs of each child. She uses this understanding very well to help children to achieve the next steps of their learning journey as they play. This supports children to make excellent progress in their learning.
- The childminder works hard to keep her professional development up to date. She identifies training based on the needs of children in her care. She accesses this training through the local authority or other childcare training organisations. This leads to very positive outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that the environment is very well organised, clean, safe and secure for children. The childminder makes use of an effective, continuous risk assessment process, ensuring that there are no risks to children throughout the day. Children are extremely well supervised by the childminder and co-childminder. The childminder and co-childminder keep their safeguarding knowledge up to date through attending regular courses. They thoroughly understand the processes to follow if they have concerns about a child's wellbeing.

Setting details

Unique reference number	2598320
Local authority	Harrow
Inspection number	10251488
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	0 to 4
Total number of places	3
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Hatch End, in the London Borough of Harrow. She has a level 3 childcare qualification. The childminder works with her mother, who is also a registered childminder. She cares for children Monday to Friday, from 8am to 6pm, all year round, except for bank holidays or family holidays.

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 adults and children.
- The inspector viewed surveys completed 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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