

Childminder report

Inspection date: 26 April 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 who attend the setting are content and happy. The spacious play area is well resourced for the age and stage of the children attending. Children who are learning to walk pull themselves up on the play kitchen and move and reach to fill the cupboard. Activities encourage children to explore texture, develop their grasp and have new experiences. Children play in a water tray of bubbles for the first time. They feel and grasp, delighting in the texture with a smile and a giggle. The childminder plans exciting learning opportunities for children. She listens to parents and works with them to encourage their children's development. Parents talk about the progress that their children have made in the setting.

Children listen to nursery rhymes, stories and songs. The childminder talks to children to develop their language skills, and babies respond back by babbling. Babies learn to feed themselves with encouragement from the childminder. Children develop secure attachments with the childminder, who supports anxious babies with cuddles and reassurance. The childminder is intuitive to children's needs. She warmly embraces babies and is quick to notice when they appear hungry or tired. The childminder promotes fairness and tolerance, such as by having enough resources and giving children space if they struggle to share. She offers children cuddles, encouragement and praise. This supports children's emotional well-being.

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

- The childminder's home is clean and organised. She tailors settling-in sessions to meet the individual needs of children and their families. This helps children to be ready for the move from their home to her setting.
- The childminder adapts her curriculum based on children's abilities and interests. She places a strong focus on developing children's communication and language skills. Babies turn the pages of board books with encouragement from the childminder to touch and feel the pages. Children who speak English as an additional language are supported well. As a result, they access learning opportunities equally.
- The childminder considers children's age and stage of development when planning adult-led activities. This helps her to support children's next steps in learning. However, the childminder does not consistently work with other schools that children attend to share information about children's achievements or gaps in their development.
- Children have access to their favourite toys and make independent choices about their play. They are motivated to learn. The childminder has a good understanding of child development and how to help children to build attachments.

- Children are physically active in the setting. For instance, babies build strength in their muscles as they navigate around the environment. They move without constraint and develop their core strength by sitting up and pulling themselves up to standing.
- The childminder plans for children to develop their personal and social skills, such as through visits to playgroups and the local park. This helps children and babies to become confident in new situations.
- The childminder has high expectations for children's behaviour. She encourages children to be kind and caring towards each other. The childminder speaks to babies with respect and care. Older children are encouraged to look out for babies.
- The childminder teaches children about keeping healthy. She provides healthy snacks, and children read books and have access to resources to support this. However, the childminder does not consistently work with parents to support them to provide appropriate food in their children's lunches to aid their development.
- The childminder shares information about children's progress with parents through daily feedback and termly progress reports. Parents say that they receive regular feedback, and the childminder guides them on next steps for their child. They comment on the childminder's calm manner and organisational skills.
- The childminder places importance on professional development. She seeks to improve her setting and recently attended a course to undertake effective self-evaluation. As a result, the childminder is reflective and adapts her setting to meet the needs of all children in her setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of what to do if there are concerns about a child's welfare and where to report them to. She places a high priority on keeping children safe. The childminder is confident in identifying the signs and symptoms of abuse, including the indicators of radicalisation or the exposure to extreme views. The childminder ensures that her setting is safe and secure with risk assessments, and she supervises children well. Children learn to keep themselves safe. Older children conduct their own risk assessments with her supervision.

What does the setting need to do to improve?

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

- extend partnerships with schools that children also attend to share information about children's learning and development
- work in partnership with parents to support them to provide age-appropriate

foods in their children's packed lunches to aid their development.

Setting details

Unique reference number	2599152
Local authority	Brent
Inspection number	10264302
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 5
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Dollis Hill in the London Borough of Brent. The childminder is open Monday to Friday, from 7.30am to 6pm, all year round, except for bank holidays and family holidays. She holds an appropriate qualification at level 5. The childminder is eligible for funding, but no children in receipt of funded early years education were present at the time of inspection.

Information about this inspection

Inspector
Leanne Bnidar

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years setting, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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