

Childminder report

Inspection date:

1 March 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are settled and form positive attachments with the childminder and her assistant. Children are confident to go to them for cuddles and reassurance. The childminder provides a range of resources that reflect children's interests. Children concentrate on certain activities, such as play dough. However, children do not always engage fully, and they frequently move on to explore other resources. This does not help children to extend their learning. Children play happily, but learning is, at times, incidental.

Children are regularly praised by the childminder for their achievements, such as when they complete peg puzzles. This helps children to build their confidence and self-esteem. The childminder intervenes when children do not cooperate. However, she does not always explain to them why some behaviours are not acceptable. As a result, some children do not understand what is expected of them. At times, behaviour is disruptive, and this is not managed effectively by the childminder and her assistant.

Children are developing good communication and language skills. They enjoy rhymes and songs. Children join in as the childminder sings favourite songs, showing they know the words and actions well. The childminder supports the children to develop good self-care skills, such as independent feeding and toileting.

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

- The childminder assesses children's learning well. This includes completing the progress check for children aged two- to three-years old. She knows the children and what they need to learn next. She plays alongside them as they make choices about what they want to play with. However, she does not yet have a clear understanding of how to support children's next steps, and some aspects of the curriculum lack challenge. As a result, children do not make the progress they are capable of.
- Children clearly feel settled and safe with the childminder. However, on occasion, they do not show positive attitudes towards learning and require clearer guidance about appropriate behaviour. The childminder does not have robust strategies in place to teach children about how they should behave or to support their understanding of behavioural expectations. This hinders the progress children should make.
- The childminder fosters children's healthy habits. She reminds them to wash their hands before eating and after sensory activities. They eat healthy snacks, such as grapes and bananas, and are encouraged to drink water throughout the day. Children have daily access to physical play and regularly go to the local park.

- Parents share information about their children's starting points. This helps children to settle quickly. The childminder keeps them informed about their children's daily activities and how to continue their children's learning at home. This helps to maintain consistency of care and learning.
- The childminder recognises that she has areas to improve to provide children with the best possible care and learning. She has completed some mandatory training, such as paediatric first aid and safeguarding. However, she does not have a clear programme of professional development in place for herself or her assistant. This reflects on the quality of education provided.
- Children learn about the local community in which they live. The childminder regularly takes them to the local park, library and shops. She provides children with play resources that give them an awareness of people who are similar and different to them. This helps children to value the differences and similarities of people and to develop an understanding of the wider world.
- The childminder supports children's communication and language. She works in partnership with parents and other professionals to ensure children have access to speech and language support if needed. As a result, all children, including those with special educational needs and/or disabilities, make progress with their communication skills.
- Children are helped to develop their understanding of mathematical concepts. The childminder supports children to count as they make 'cookies' and recognise shapes. She introduces some mathematical language as they sing number rhymes together.
- The childminder does not have a written complaints procedure for parents should they wish to raise complaints about her service. This is a breach of the requirements of the early years foundation stage.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their responsibility to protect children. They know the signs that may indicate a child could be at risk of harm and how to report any concerns about children's welfare. The childminder and her assistant are aware of safeguarding matters, such as 'Prevent' duty and female genital mutilation. The childminder completes ongoing risk assessments to help her provide a safe environment for children, both in her home and on outings. She reminds children of safety rules while they are playing. The childminder and her assistant hold an updated paediatric first-aid qualification.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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implement an effective programme of professional development to help raise the quality of education to a good level	06/04/2023
improve strategies to promote positive behaviour and to develop children's levels of self-control	06/04/2023
implement an appropriate procedure to ensure that complaints are managed effectively and that the required written records are maintained.	06/04/2023

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

- ensure activities are planned more effectively to build on what children already know and can do, to help develop their knowledge and skills further.

Setting details

Unique reference number	2603490
Local authority	Brent
Inspection number	10263829
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	4
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in November 2020 and lives in the London Borough of Brent. She works with an assistant, and she cares for children Monday to Friday, from 7am to 7pm, during term time only. The childminder holds a level 3 qualification. She provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Damiana Cornacchia

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 setting.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and the inspector completed a learning discussion about the childminder's intentions for children's learning.
- The inspector carried out a joint observation of a group activity with the childminder.
- 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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