

Childminder report

Inspection date: 9 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and safe in this nurturing environment. The childminder builds warm relationships with the children. Children engage confidently with the childminder, enthusiastically showing her what they are doing or playing with.

The childminder knows the children in her care well. She understands what they should achieve next in their individual learning journey and how to use children's interests to support them in these next steps. The childminder plans a variety of interesting learning opportunities both inside the home and out and about in the local area to help children to achieve these next steps. For example, children develop their communication and language skills and a love of books by attending a weekly story time at the local library.

The childminder explains clearly to the children how to behave, using visual tools, such as traffic light symbols to support this. She clearly explains the routine to the children, explaining what will happen next or singing to the children when it is time to tidy up. This helps children to feel safe and secure at the setting.

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

- The childminder supports children in their communication and language development well. She reads lots of books to the children and sings songs with them during a daily circle time. This helps children to build their vocabulary. The childminder narrates as children play and supports them to develop their conversational skills by responding to what they say and modelling new language to them.
- However, the childminder's assistant is less confident at supporting children's language development and does not always interact effectively with the children as they play and explore.
- The childminder plans how to support children in their physical development both inside and outside. Children dance and jump to the music as they do the actions to familiar songs. They enjoy their daily trips to the playground where they climb up the steps and slide down the slide and run around in the open space. The childminder supports children to develop their fine motor skills as they stick stickers, pour and scoop rice or build towers with construction blocks. These opportunities help children to progress well in their physical skills.
- Children develop their personal, social and emotional skills well. The childminder helps children to develop in their independence. For example, they learn to take their coats on and off and put their own shoes on. The childminder helps children to learn important social skills, such as taking turns. She models clearly to the children how to do this, and children learn to wait their turn well during play. This supports children to be ready for the next stage of their learning

journey, such as school.

- The childminder understands how to identify any possible concerns about children's development. She works closely with professionals at the local authority to make appropriate referrals where necessary. The childminder implements strategies that are recommended by external professionals to support children within the setting. This leads to good outcomes for children with special educational needs and/or disabilities.
- The childminder communicates daily with parents about what their child has been doing during their time with her and the progress that they are making. She seeks parents' views on the provision and works closely with them to offer support where necessary. For example, she gives parents advice about how to support their children's language development at home. This leads to effective parent partnerships.
- Since the last inspection, the childminder has worked hard to improve her practice. She has worked closely with her local authority and attended online courses to close the gaps in her knowledge. For example, professional development has helped the childminder to improve her strategies for behaviour management, and she now supports children well to understand behaviour expectations. This improvement has led to good outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop how to support the assistant to understand how to help the children more effectively in their communication and language development.

Setting details

Unique reference number	2603490
Local authority	Brent
Inspection number	10283835
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	6
Date of previous inspection	1 March 2023

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. She operates during term-time only, from 7am to 7pm, Monday to Friday. The childminder holds a level 3 qualification. She provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Jenny Gordon

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder, the assistant and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- The 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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