

Childminder report

Inspection date: 22 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 happy and settled in this fun and jolly childminder's house. Children giggle as the childminder injects fun and laughter into activities that they do. For example, when reading 'The Lion King' story, she sings songs from the feature film and does impressions of the animals. Children trust the childminder, and as a result they feel very safe and secure in her home. They regularly check in when they need reassurance and talk openly about their thoughts and feelings. Children talk about what they are afraid of and ask questions about things in their environment.

Children are given choices, and activities are based on their interests. On the day of inspection, children decide that they want to bake. The childminder asks about what flavour they would like to make and what utensils they will need. Children sit enthusiastically in their apron and chef hat as they crack an egg independently into a bowl. Children are highly motivated to learn, and the childminder is eager to teach them new things. Behaviour is good. Children are reminded of the rules and are encouraged to use their manners during activities when passing toys to each other. They are kind and considerate and share well.

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

- Children have lots of opportunities for physical exercise. In the morning, they practise different yoga poses with the childminder. They stretch into various animal poses. Children use the childminder's large garden area and access the park with her from the rear of the garden. Children balance on wooden beams and practise using their larger muscle skills.
- Mathematics is introduced to children at every opportunity. Children learn about quantities of things as they follow their routine. They count bugs that they notice in the garden and they count up to 20 as they whisk cake mix. They discuss the different sizes of objects and identify different shapes in their environment.
- Children are taught to be extremely independent. They select and put their own outdoor shoes on before entering the garden. During activities, they are encouraged to lead their own play and choose their own way of doing things. The childminder skilfully supports them in deciding what they want to do. During a baking activity, children whisk their own mixture and place spoonfuls of the mixture into the cake cases. After the activity, children go to the bathroom by themselves to wash their hands.
- The childminder introduces new words to children; for example, during an activity where children learn about floating and sinking, she explains that to put an item under water is to 'submerge' it. However, sometimes through the childminder's enthusiasm, she asks too many questions at once and does not give children time to respond. As a result, children do not always have an

opportunity to share their opinions and ideas.

- Children are excited about stories and print in the environment. The childminder brings stories to life with her enthusiasm and expression. The childminder uses print around her home to teach children about different letters. Children begin to form letters on whiteboards and the childminder provides lots of opportunities for children to make marks.
- The childminder has identified that it is important for children to meet in larger groups to develop their social skills. She takes children to childminder groups, toddler groups and a dance group in the week so that children have these opportunities. The childminder uses these experiences to teach children about different cultures within the community. She then continues to talk about this at home through trying different cultural foods, talking about cultural dress and celebrating different festivals.
- The childminder has a true passion for what she does and ensures that she regularly attends courses to further her knowledge in early years. Parents say that the childminder has 'gone over and beyond' their expectations and provides 'safe and dependable care'. Partnerships with parents are strong and the childminder is keen to help parents to support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs that may suggest a child is at risk of harm. She understands the procedures to follow in the event of a concern or allegation being made against herself or someone in her household. She confidently talks about safeguarding in a wider context, for example, what action she would take if she suspected that domestic violence was happening in a child's home. The childminder undertakes regular risk assessments of the environment and any trips and outings. Her premises are safe, and she encourages children to be safe in her home.

What does the setting need to do to improve?

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

- allow children time to respond to questions that are asked so that they can develop their language and express their own ideas.

Setting details

Unique reference number	2618688
Local authority	Harrow
Inspection number	10276089
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 2
Total number of places	5
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Harrow, London. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amy Clarkson

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 viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint evaluation of an activity completed by the childminder.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of household members.

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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