

Childminder report

Inspection date: 8 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 feel very safe and secure in this welcoming, home-from-home environment. They develop a very close and secure relationship with the kind and caring childminder. Children look to her for cuddles and reassurance when there is an unfamiliar visitor present. They soon settle quickly and are eager to start their day. Children independently explore the activities and resources and show a can-do attitude. For example, babies push different-sized balls through a cardboard box and down tubes. They persevere until they successfully place wooden hoops onto a stacking ring. The childminder provides an abundance of praise and encouragement. This helps to develop children's self-confidence and raise their self-esteem. The childminder knows children and their families very well, as she has preciously cared for older siblings. She organises initial starting visits, where she gathers vital information from parents about their children's interests and abilities. Children's behaviour is good. Even the very youngest babies understand that they need to be kind and share. The childminder provides gentle reminders about children's behaviour, when needed. This helps children to begin to understand what is expected of them. Children develop a love of books. They independently select books and sit snuggled up on the childminder's knee, listening to their favourite stories.

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

- The childminder is clearly passionate about her role. She regularly reflects on her practice and is committed to developing her knowledge and understanding. The childminder works closely with the local authority and other childminders to ensure that her practice is continually developing, although further training and keeping up to date with the latest early years developments would enhance the children's learning even further.
- The childminder supports children's growing independence very well. She encourages children to select their own activities and resources. Young babies learn to use a spoon and fork at mealtimes, feed themselves finger foods and wash their hands. This helps to develop children's independence and self-care skills.
- The quality of education is good. The childminder observes children in their play and plans exciting activities based on their interests. For example, the childminder knows that children enjoy exploring open-ended resources. She closely follows their interests in transport, singing 'The wheels on the bus', and giving them exciting and stimulating opportunities to watch the traffic go by through the upstairs window. This supports their creativity and investigative skills.
- Overall, children make good progress in their communication and use of early language. The childminder takes them on a sensory adventure through 'touchy-

feely' books. Children show wonder when touching the textured patches and looking at the bold illustrations and try to spot the little white mouse on every page. At a young age, they are already beginning to repeat words. The childminder constantly talks to children as they play, introduces new vocabulary and asks age-appropriate questions.

- Relationships with parents are very positive. The childminder works closely with parents from the very beginning. She shares ideas and suggestions with parents about how they can extend children's learning at home. Parents speak very highly of the childminder. They explain that the childminder is 'warm and approachable', and that their children have 'come on leaps and bounds' since attending the childminder's setting. However, she does not always share with them the best information to ensure that their children are kept safe from digital technology, and where to get support if they need it.
- Children go on regular trips in the local community. They attend a number of playgroups, where they mix with other children. This helps to develop their social development. The childminder provides opportunities for children to learn about other cultures. For example, children find out about the Indian culture through food, dressing up and craft work. This helps children to learn about the wider world around them.
- The childminder works extremely hard to support children's personal, social and emotional development. She truly values children as individuals and takes time to settle each child. The childminder is calm, warm and approachable. As a result, children settle quickly and develop a sense of belonging.
- Children have daily opportunities to be physically active and enjoy fresh air. For example, they enjoy playing in the childminder's garden and go on daily visits to the local park, where they mix with the older children at the local primary school collections. They jump and climb and move in time to the music when listening to nursery rhymes. They make good progress in their physical development beginning to walk unaided, and show good hand-to-eye coordination when picking up and stacking bricks.
- The childminder provides healthy and nutritious lunches and snacks. She uses food as an opportunity for the children to try out different tastes and textures, such as mango, broccoli or pears. She speaks to children about the importance of oral hygiene. This helps children to develop an understanding of the importance of healthy lifestyles.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in protecting children. She attends regular training to keep her knowledge and understanding up to date. The childminder recognises the signs that may indicate a child is at risk. She understands the procedures to follow if she has any concerns about children's welfare. The childminder knows how to report any allegations made against her or a family member. The childminder regularly risk assesses her indoor and outdoor environment. This helps to keep children safe.

What does the setting need to do to improve?

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

- extend older children's personal development by including opportunities for them to begin to understand the risks when using digital technology
- explore a wider range of professional development opportunities, so that the quality of education for all children is maximised.

Setting details

Unique reference number	2620396
Local authority	Brent
Inspection number	10264756
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	1 to 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Harrow in the London borough of Brent. She operates her service from Monday to Friday, 9am until 5pm, throughout most of the year. She holds an appropriate early years qualification. Currently, there are no children in receipt of early years funding.

Information about this inspection

Inspector

Sandra Teacher

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 the evaluation of the setting.
- The inspector and the childminder took part in a joint observation of children engaged in an activity. They discussed what the intention was and the quality of teaching and learning that they observed.
- The inspector met with parents and took account of their views.
- The inspector observed the quality of education being provided, and assessed the impact on children's learning.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2023