

Childminder report

Inspection date: 7 June 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 very happy and settled in this nurturing environment. The childminder knows the children and their families very well. She gains detailed knowledge about children when they start and continues this positive partnership with parents. The relationship between children and the childminder is warm and reciprocal. As a result, children are happy and feel safe and secure in the childminder's care.

The childminder has high expectations for children. She creates a learning environment where children gain a deep knowledge of the subjects she plans. She uses children's interests to engage them initially and then extends their learning through books, enticing activities and creative opportunities. For example, young children can name and recognise a large variety of sea creatures in a book. This learning is further extended outside when children play with sea creatures in a seaside activity.

Children freely explore the well-organised learning environment and happily play alone or with friends. They respect each other and their individual needs. Older children are mindful that younger children may need more support when they play and are patient with them. Children respect the childminder and follow her instructions and the routine.

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

- Children's physical development is well supported. They are provided with plenty of opportunities to be outdoors in the fresh air. Children access a well-organised enclosed garden. Children demonstrate a range of learning outside, including being active on the bicycles and reading books in the cosy tent. Children create large pictures on the ground by spraying bottles filled with paint. This develops their fine motor skills.
- Children learn to manage their own personal care needs, becoming increasingly independent. Children focus for long periods of time at activities of their choosing. They access a wide range of activities that cover all areas of learning, and they are always fully engaged in this exciting environment.
- Children demonstrate very good mathematical knowledge and skills in their play. They have a solid understanding of number and when to use mathematics in their everyday life. For example, when they are building a house, a young child uses the tape measure to see how big it is. Children count out pretend biscuits to serve with their tea and understand how to share out the toys fairly.
- The childminder has devised an ambitious curriculum where children of all ages can share in their learning and development through inclusive activities. She encourages the children to use all their senses to explore the world around them. When they hear everyday sounds in the garden, all the children stop to

discuss among themselves what the sounds could be. They recall experiences they have shared together, such as the time they went on a nature walk and heard the leaf blower.

- The childminder supports children's communication and language development especially well. She constantly talks with them as they play and carry out routines. She asks interesting questions. She models new vocabulary, which the children repeat and use independently. Children have plenty of opportunities to share a story, and they link their learning to books. For example, when building a house that needs to be 'strong', they independently use the story 'The Three Little Pigs' to give them ideas.
- Children's emotional development is supported well by the childminder. She uses her professional knowledge to intervene when needed. For instance, when a child takes a toy from another child, the childminder calmly states, 'I don't think she has finished playing with that.' The child gives back the toy and carries on playing.
- The childminder enjoys attending regular training to further improve her practice. She networks with other colleagues, and they share ideas that she implements into her setting. She recently completed a paediatric first-aid course. However, she cannot readily recall specific first-aid procedures in some scenarios.
- Partnerships with parents are good. Parents are happy in this setting. They know their children are safe and well cared for. They comment on the regular feedback they receive about their children and their development. Parents respect the advice they receive from the childminder, which supports their children at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to protect children and is aware of possible signs and symptoms of abuse. She knows how to refer potential concerns. She has attended safeguarding training and keeps her knowledge up to date. She understands wider areas of safeguarding. She completes effective risk assessments to help her provide a safe environment for children. She ensures that children are continuously supervised when in her care. She teaches children to understand and manage risk for themselves. For instance, she explains why they must not run inside and the importance of washing their hands.

What does the setting need to do to improve?

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

- review and refresh the key procedures of paediatric first aid to embed recent training into practice.

Setting details

Unique reference number	2636434
Local authority	Brent
Inspection number	10289458
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	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in the residential area of Kingsbury, in the London Borough of Brent. She lives in a terraced house with access to a garden. She holds a level 6 qualification.

Information about this inspection

Inspector

Rivka Bick

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 childminder.
- The childminder showed the inspector around the setting and explained how she delivers the early years curriculum.
- The inspector checked the documents relating to the childminder's suitability.
- The inspector observed the quality of education being provided, including the interactions between the childminder and the children.
- 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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