

Childminder report

Inspection date: 22 March 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled, and they form secure attachments with the nurturing childminder and her assistant. They frequently cuddle up to them, involve them in their play and demonstrate feeling safe in their care. Children receive plenty of praise and encouragement. This helps to promote children's positive attitudes to keep trying and to 'have a go' during activities.

The childminder and her assistant have high expectations for children's behaviour. They teach children to be polite and kind and help them learn to respect other children as they play. Children form early friendships with each other and play cooperatively as a group. For example, when completing a puzzle, older children work together as a team. They demonstrate their thinking and reasoning skills as they explain the importance of completing the corner pieces of the puzzle first. The childminder supports them to try for themselves. She shows them the photo on the front of the box and explains that they need to copy this.

Children learn to be independent and develop confidence with their self-help skills. The childminder and her assistant encourage younger children to use cutlery to feed themselves at mealtimes, which they do with confidence.

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

- Children make good progress in their development. The childminder responds to children's interests successfully to engage them in experiences. For example, young children enjoy building with blocks, developing their coordination well as they work to connect them.
- Children engage in activities that the childminder plans to develop their concentration and pre-writing skills. They show enthusiasm to learn and practise newly acquired skills. All children begin to count and recognise colours. For example, young children say the colours of play dough that they choose and learn how to use the play dough tools. One child learns how to use a tool to squeeze dough, and another uses a rolling pin and cutters with increasing skill to create different shapes. In addition, children count in sequence how many candles they have on the birthday cake they have made.
- Children's communication is developing well, including children who speak English as an additional language. The childminder uses some words in children's home languages, valuing their differences and building their confidence well. Children show their understanding as they respond to the childminder and her assistant's questions and follow their instructions. Babies excitedly babble as they crawl about. Young children knowledgeably start using words. They make animal noises and learn the animal names. Older children learn complicated names of the dinosaurs while completing a floor puzzle, such

as 'Tyrannosaurus rex', 'stegosaurus' and 'diplodocus'.

- Children visit a range of places in the local area, which supports them to learn about the world around them. They build on their awareness of others and learn about respecting other people. Together, they celebrate the festivals that are important to others. Children learn about what makes them special and unique. Children learn about the cultures of others through the sharing of stories and art and craft activities.
- The childminder closely monitors children's progress. She has effective systems for identifying any gaps in children's learning and has a good understanding of the professionals she may need to contact if children require additional support. However, the childminder has not fully developed partnerships with other providers to share knowledge of the children and to support them when they move on and ensure continuity of their learning, for example when they move to school or attend a pre-school or nursery.
- Children know the routines and boundaries well and are confident to explore the environment. However, the childminder does not fully consider how resources are organised to enable children to continually explore their own ideas, to extend their learning further.
- The childminder attends mandatory training, such as safeguarding and paediatric first aid, to help her refresh her knowledge of how to keep children safe. However, she does not fully engage with other professional development opportunities to further strengthen her teaching practice and build and develop her knowledge, to enhance children's achievements over time.
- The childminder works well with parents. She offers them feedback on their children's well-being and achievements and takes their views on board to meet their children's needs. Parents comment on how much they appreciate the care and attention she provides for their 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:

- evaluate and develop the organisation of resources and enable children to explore their own play and learning ideas more freely
- strengthen partnerships with other providers so that information about children's development is shared to support them when they move on and provide continuity in their learning
- make better use of professional development opportunities to further enhance

knowledge and develop teaching skills.

Setting details

Unique reference number	2644266
Local authority	Brent
Inspection number	10333042
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 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 Kilburn, in the London Borough of Brent. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works alongside a household member, who is her assistant.

Information about this inspection

Inspector
Laxmi Patel

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 areas of her home that are used by the children and explained how she supports children's learning and development.
- The inspector talked to the assistant and children at appropriate times during the inspection. The inspector and the childminder evaluated an activity together.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- The inspector took account of the views of parents through written feedback provided.
- 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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