

Childminder report

Inspection date: 10 April 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 feel at home in the childminder's care. The childminder knows the children well and has a good awareness of their individual needs and interests. Children form close attachments with the childminder, which supports their emotional security. They demonstrate they feel safe by moving around the environment independently and having choice about their play. The childminder is a good role model and supports children to behave well. Children learn to share and take turns. The childminder reminds children that 'sharing is caring', which encourages their positive behaviour further.

The childminder supports children to develop an interest in books. A varied selection of books are accessible for children to choose to read themselves. In addition, the childminder uses books to introduce a topic to children. For example, she reads the story about three little pigs, which encourages children to act out the story in their own imaginative play.

Children actively take part in circle time and really enjoy these experiences. They join in enthusiastically with well-known songs and show their happiness during this time. They enjoy using musical instruments where they begin to learn about rhythm as they shake maracas, tambourines and bang the drum.

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

- The childminder has a clear intent for her curriculum and what she wants children to learn. The childminder's plans include supporting children to develop their independence and prepare them for starting school.
- The childminder supports children with extending their knowledge further and plans activities connected to the story they have been reading. For example, children participate in using different materials to make houses for the three little pigs. However, sometimes, the childminder uses incorrect words relating to the materials being used. This does not help children to have a clear and correct understanding of new vocabulary they are learning.
- The childminder promotes healthy eating and good oral health. Children enjoy snacks of fruit and help to prepare the snack with the childminder, carefully using a knife to chop the apples. The childminder provides a home-cooked nutritious lunch. Children take part in activities to teach them about good oral health and the importance of cleaning their teeth.
- The childminder works very well with parents to support children's progress. She shares information through daily feedback and using an app which parents can access immediately, so ensuring any necessary information is quickly shared. Feedback from parents shows they are very happy with the care provided. Most children have been in the care of the childminder for several years, which shows

their appreciation of the childminder.

- Children who speak English as an additional language are offered good support with their communication skills. The childminder obtains key words when children first start, which helps them to settle in, and children sometimes bring their own storybooks from home. The childminder plans activities to support children to learn about differences in the world. However, she has not considered how to enhance children's cultural awareness, such as through the use of songs or rhymes in different languages.
- The childminder regularly reviews her practice and has conversations with her co-childminder to look at how they can both continually improve as a team. She attends regular training and local authority forums to keep up to date with any changes or new ideas for teaching practices.
- The childminder incorporates mathematical learning into activities at all opportunities. In the playroom, there is a carpet mat with numbers printed. Children love to count and jump on the numbers from one to 10 and then back down from 10 to one. This helps them begin to understand numbers in an enjoyable way and gives them a start with mathematical learning for the future.
- The childminder has a good awareness of managing children's behaviour. She provides lots of praise and encouragement and ensures that children are well occupied and excited to learn.

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:

- ensure that the correct vocabulary is used to support children's understanding further of the materials they are using during planned activities
- enhance the curriculum to support children to learn further and experience differences in people's lives and cultures.

Setting details

Unique reference number	2650198
Local authority	Brent
Inspection number	10260060
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	3 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Kenton, in the London Borough of Harrow. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a recognised childcare qualification at level 3. She works alongside another registered childminder.

Information about this inspection

Inspector

Jenny Devine

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 setting.
- The inspector and the childminder had a learning walk and discussed how the childminder organises her curriculum.
- The inspector spoke to parents and took account of their feedback.
- A sample of documentation was looked at and discussed with the childminder.
- The inspector observed the childminder's practice and carried out a joint observation of a focused activity.

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

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