

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 are safe and secure with the childminder. They wave goodbye to their parents and happily enter the welcoming environment and greet their friends. Children show they are confident in the childminder's care. They play cooperatively as they explore the wide range of resources available. Children choose activities and play independently. They concentrate well and use their imagination. The childminder is skilled at observing children's play and is aware of when to step in if they need some help.

Children's behaviour is very good. They show good manners and learn about sharing and taking turns. The childminder gently reminds children to use their words if they want a toy another child has rather than just taking it. This supports children's understanding of social rules and being kind to each other.

Children enjoy taking part in circle time. They thoroughly enjoy singing their 'good morning song' together. The childminder encourages the children to talk about what day it is and what is the weather like. They help to complete the day chart, adding symbols showing the weather and numbers for the day. They have great fun singing their favourite songs and rhymes and giggle with excitement as they pretend to be sleeping bunnies.

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

- The curriculum is ambitious and builds on what children already know. The childminder has a good knowledge of the early years foundation stage and plans well for children's next steps in learning. She has a robust tracking system to ensure that children are making progress and are becoming ready for school.
- The childminder plans activities based around children's recent experiences. For example, some children recently visited the dentist. The childminder plans her activities to support children's awareness of good dental care. She initially reads a story about the dentist and follows this up with a role-play activity. Children have great fun taking turns to be the dentist and looking at each other's teeth with the small mouth mirror. The childminder uses new vocabulary, such as 'drill', 'injections' and 'fillings'. However, she does not always allow enough time to ensure that all children have fully understood some of the new words. The childminder also reminds children about which foods are healthy to eat and which can be bad for their teeth.
- The childminder promotes children's good health effectively. For example, they enjoy a wide range of healthy snacks and a hot, well-balanced meal at lunchtime. Children can access their beakers of water freely during the day to ensure that they stay well hydrated.
- Parents speak highly of the childminder. They are very happy with the care and

education provided. Parents say that they have seen remarkable progress in their child's development since attending the setting. They are content with their children remaining at the childminder's home rather than attending a school nursery as they welcome the smaller group the childminder can offer.

- 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 build on children's understanding of cultural diversity, communities and different ways of life, such as through the use of songs or rhymes in different languages.
- The childminder accesses regular training and attends local authority forums. This ensures that she keeps up to date with any changes to legislation or practice issues. The childminder works with a co-childminder, and they support each other and regularly discuss how they can make improvements to the service they provide.
- Children have daily opportunities to play outside in the well-equipped garden. This ensures that they have fresh air and supports their physical development as they run around.
- The childminder provides many opportunities to support children's early mathematical skills. For example, as children explore seashells, they are encouraged to sequence these from the largest to the smallest.
- The childminder is a good role model for children and has high expectations for their behaviour.

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:

- support children to repeat new words and understand their meaning securely
- enhance the curriculum to support children to learn and experience differences in people's lives and cultures.

Setting details

Unique reference number	2650199
Local authority	Brent
Inspection number	10260061
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. She works with another childminder 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.

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 had a learning walk with the childminder. The childminder explained what she wants children to learn and how she plans for their development.
- The inspector and the childminder carried out a joint observation of an activity.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector took account of parents' verbal and written feedback.
- The childminder showed the inspector a range of documentation, including her paediatric first-aid certificate and documents relating to the children.

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 2024