

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 in the care of this childminder. The childminder provides a safe and nurturing environment for children, who show that they are secure in their care. The childminder provides an ambitious curriculum and puts all children's learning at the heart of their practice. The childminder supports children's social skills and helps them to build close friendships with each other.

Children know what the childminder expects of them throughout the day. Children are polite, respectful, and courteous. The childminder provides children with clear and consistent behavioural boundaries. They remind one another about the rules the childminder has in place, such as 'good sitting' and 'good listening'. The childminder praises children for using good manners when they respond to one another using 'please' and 'thank you'.

Children play together enthusiastically. When children explore with farm animals, the childminder introduces them to counting and encourages them to recall colours and compare sizes. The children listen carefully and join in as the childminder models how to count. Children are motivated to persevere by the childminder's support, praise and encouragement.

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

- The childminder supports children to develop their social skills. They are reminded to share and listen when someone else speaks. For example, children work together to roll snakes of various sizes with play dough. They share the tools and listen to each other as they talk. Children have formed good relationships.
- The childminder supports children's mathematical development. For example, they provide an opportunity to count how many legs a cow has compared to other farm animals in the small world tray they explore. Mathematical problem-solving opportunities such as these help them relate their mathematical learning to real life.
- Through adult-led activities, the childminder teaches children new knowledge, such as what food sources farm animals provide. However, at times, the childminder limits the progress children make by focusing too closely on how they want them to learn a specific skill or concept. The childminder does not always recognise how children's learning develops further when they introduce their own thoughts and ideas.
- The childminder interacts well with children throughout their play and supports children's communication and language development. They sing songs as children play and encourage them to join in. The childminder asks children questions during their play and encourages them to think further. For example,

they ask children to think about all the animals that give us eggs. However, at times, the childminder asks too many questions during interactions and does not give children enough opportunity to use and develop their language.

- Children have regular opportunities to explore their local community. The childminder plans activities outside of the home to give children new social experiences. They go weekly to the local library or visit local businesses, such as the chemist or pizza takeaway shop, to see how they work. Children are developing their knowledge about the local world around them.
- The childminder keeps their knowledge up to date by attending regular training. For example, they recently attended a course about supporting children's phonic knowledge. They identified areas of their practice they would like to enhance further and intend to find training to support children with special educational needs and/or disabilities.
- Parents and carers are complimentary about the care and support the childminder provides. They say they communicate well with them about what their children do during the day and support them at home to help children develop.
- The childminder explains the importance of looking after their health and hygiene to the children. They wash their hands to keep the germs away before snack time and remember to drink water. The childminder has supported children to gain good independent skills. For example, they can take off their own shoes and put on their own coats.

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:

- improve the use of children's own thoughts and ideas to support them to make the best possible progress during activities
- use a wider range of interaction techniques to further enhance children's communication skills and vocabulary.

Setting details

Unique reference number	2654443
Local authority	Brent
Inspection number	10333055
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 4
Total number of places	10
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and operates from the London Borough of Brent. He works alongside another registered childminder.

Information about this inspection

Inspector

Haley McDermott

Inspection activities

- This was the first routine inspection the childminder had 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 and the inspector discussed the curriculum together.
- The childminder and inspector observed and evaluated an activity.
- The inspector observed the interactions between the childminder and the children.
- The inspector had discussions with parents and took their views into account.
- The inspector held discussions with the childminder about practices and procedures.

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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