

Childminder report

Inspection date: 26 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

The childminder and her assistants provide a safe and welcoming environment for children. They are consistently caring and attentive, which helps children to settle and feel emotionally secure. The childminder places a high priority on ensuring that each child feels happy and included. For example, she and her assistants praise and encourage children as they engage with activities. This helps to motivate children and boost their self-esteem. Children demonstrate that they enjoy their learning and join in with enthusiasm. For example, they relish the challenge of picking up small objects with tweezers and placing them into containers.

The childminder and her assistants have high expectations for what all children can achieve. They help children to develop the knowledge and skills they need in readiness for starting school. There is a sharp focus on supporting children's independence with their own personal care. This enables children to become confident with tasks such as putting on their coats and shoes. The childminder and her assistants support children to understand the expectations for their behaviour. They provide gentle reminders about being kind and helpful. Children play well together and readily follow adults' instructions. For instance, they are keen to put away the resources after playing and happily join in with the 'tidy-up time' song.

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

- The childminder has a secure understanding of child development and monitors children's progress closely. She swiftly identifies where children may need extra help with their learning and provides targeted support. The childminder and her assistants work together to promote each child's next steps in learning. This helps all children to make good progress.
- The childminder supports children's mathematical knowledge effectively as they play. For example, she introduces language such as 'taller' and 'shorter' to describe children's brick towers. This helps children to develop a good foundation in mathematics. Children confidently name shapes, count and compare the size of objects.
- In general, the childminder supports children's literacy well. She and her assistants read to children daily and bring stories to life through a broad range of activities. For instance, children enjoy a story about a gingerbread man, and afterwards they recreate the character using dough. However, the childminder does not consistently provide engaging mark-making opportunities to help children develop their early writing skills.
- Children learn how to keep themselves healthy. For example, the childminder uses discussions at mealtimes to help children recognise foods that are good for them. Children enjoy the nutritious meals and snacks which the childminder provides. They talk about limiting sugar in their diets as it can damage their

teeth.

- The childminder plans activities around children's interests, which helps to engage and motivate them. For instance, children thoroughly enjoy the daily song and rhyme sessions. They are confident to ask for their favourite action songs and join in with energy and enthusiasm.
- The childminder ensures that children have opportunities to sing, converse and listen to stories throughout the day. She and her assistants support children who speak English as an additional language particularly well, such as by repeating words in their home languages as well as in English. This helps all children to become confident and fluent communicators.
- Overall, the childminder provides a broad and effective curriculum to consistently build on children's knowledge and skills. However, she provides activities to promote expressive arts and design that do not always support children to freely express their own artistic ideas and be creative.
- Parents comment that their children are happy and settled with the childminder. They praise the broad range of interesting activities that she provides. Parents state that they receive regular feedback about their children's care and development. This helps them to continue their children's learning at home.
- The childminder has good links with the local authority early years adviser, who helps her to review and develop her provision. She undertakes a variety of professional development opportunities to further enhance her childcare knowledge. The childminder ensures that her assistants attend relevant training and supports them to implement new ideas into practice.

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:

- enhance children's opportunities to practise mark making and develop their early writing skills
- develop the curriculum for expressive arts and design to further support children's individual creativity and artistic ideas.

Setting details

Unique reference number	2655489
Local authority	Brent
Inspection number	10333064
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
Total number of places	9
Number of children on roll	20
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Wembley Park, in the London Borough of Brent. The childminder operates Monday to Thursday, between 8am and 6pm, throughout most of the year. The childminder employs three childcare assistants. She and one of her assistants hold childcare qualifications at level 3. The childminder offers funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Crawford

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 this into account in her evaluation of the childminder.
- The childminder showed the inspector around the areas she uses for childminding. They discussed the early years curriculum and how the childminder organises her provision.
- The inspector observed the quality of education and evaluated the impact on children's learning.
- The inspector took account of parents' written feedback. She also spoke to children and the childminder's assistants to find out about their experiences in the setting.
- The childminder discussed leadership matters with the inspector. She ensured that her documents were available for the inspector to view.

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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