

Childminder report

Inspection date: 22 May 2025

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 establishes an environment where children feel safe and secure. She plans activities based on her understanding of their interests. Children positively respond to the childminder's expectations and engage in play and learning. The childminder incorporates real-life experiences and curiosity into learning, using terms like 'shapes' and 'sizes', and encouraging children to count while exploring in the sand. Children connect sounds with letters while naming shapes and minibeasts. They are encouraged to contemplate and realise the process by which sand absorbs water and its connection to the water cycle.

The childminder supports children's interests successfully by providing resources that nurture their engagement and encourage purpose. Through meaningful interactions and attentive care, children develop a strong sense of trust in the childminder, which lays the foundation for confident exploration and learning. By addressing their questions thoughtfully and fostering open communication, the childminder builds relationships that empower children to feel secure and valued. This enables them to thrive in both their personal development and social connections.

The childminder encourages independence and decision-making, improving children's confidence. She teaches safety through established routines and explanations. Children are taught health and hygiene practices, including handwashing before meals. Conversations during lunch allow children to understand the significance of eating nutritious meals and their effects on their development.

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

- The childminder promotes children's confidence, independence and responsibility. She plans a curriculum based on children's interests, incorporating seasonal themes, diverse local events and key dates that celebrate fundamental British values. However, she sometimes overlooks children's existing knowledge, limiting potential learning opportunities. While she evaluates progress, she does not consistently plan the next steps effectively, possibly missing chances for further development.
- The childminder fosters a respectful and nurturing environment by encouraging attentive listening, collaboration and responsibility through engaging activities. Children are instructed to listen carefully and work together, which aids in developing their communication and teamwork skills.
- The childminder reminds children of the home rules and boundaries, encouraging them to play together, share resources and praise each other. By offering choices and considering their opinions, the childminder helps children

feel valued and confident, fostering a respectful environment. They eagerly take part in deciding activities and embrace the responsibility of tidying up, demonstrating maturity and respect. Through these practices, children gain confidence, self-motivation and social maturity as they make choices, share resources and support one another, enhancing their physical and emotional well-being.

- The childminder offers a rich variety of experiences beyond the setting. Regular visits to the garden centre, libraries, parks, and soft play at the local health club extend children's learning and understanding of the world. These trips are used purposefully to build confidence, social skills and knowledge of the natural environment, giving children opportunities they might not otherwise experience.
- Children develop skills needed for independent learning, preparing them for school. They enjoy stories with the childminder and understand that text holds meaning. A variety of suitable books is available to them. Children also have access to writing materials, enabling them to practise writing and make marks during play.
- The childminder is aware of how to support children with special educational needs and/or disabilities by seeking appropriate advice. She understands the importance of sharing information with parents and other professionals to provide activities that meet children's needs. Feedback from parents is consistently positive. They praise the childminder for her kind and caring approach.
- The childminder completes mandatory training. However, she does not yet conduct regular self-assessments and pursue personal development to enhance children's outcomes.

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 identify professional development opportunities to focus on the specific needs of children
- use assessments more precisely to identify and plan for what individual children need to learn next.

Setting details

Unique reference number	2702884
Local authority	Harrow
Inspection number	10375906
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 8
Total number of places	6
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Pinner, in the London Borough of Harrow. She operates term time only, from 7.30am to 6pm, Monday to Friday. The childminder holds a level 3 qualification in early years. The childminder offers government funded places.

Information about this inspection

Inspector
Shahin Khan

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- The childminder and the inspector carried out a joint observation of the children engaged in an adult-led activity in the garden and discussed how the curriculum has been implemented and the impact that this has had on the children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.

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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