

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

Children are confident within the caring environment that the childminder creates. They have formed positive relationships with her. Children show that they are comfortable within her care. The childminder is warm and uses a soft tone of voice when speaking to children. This ensures that children feel safe and secure within the setting. When children require some additional support during transitions, the childminder offers encouragement and reassurance. For example, she offers cuddles and encourages children to take part in activities.

Children and the childminder enjoy engaging in a range of play ideas together. Children enjoy her participation and the time that they spend with her. They show this by saying 'you're my best friend' as they play together. Children also approach the childminder for cuddles. Children enjoy participating in a range of different activities. They show a particular interest in the outdoor environment. The childminder provides plenty of opportunities for children to develop their gross motor skills. They join in with the obstacle course and using the slide.

Children behave well. They independently use their manners during sessions. The childminder is a good role model for children. She ensures that children know what is expected from them. For example, she sings a song to support children to know when it is 'tidy up time'.

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

- The childminder consistently encourages children to complete tasks for themselves. She urges them to put the dressing up costumes on themselves. She spends time supporting children to dress the dolls. Children are also encouraged to complete self-help tasks for themselves. They peel their own fruit and wipe their own noses. This supports children to develop their independent skills and self-esteem.
- Children have opportunities to develop their imaginations. They spend time role playing different scenarios. For example, they name the dolls and take them on trips to the pretend park.
- Children spend time developing their fine motor skills. They enjoy playing in the water, squeezing bottles of coloured water into the tray. They also twist lids on to bottles and fill cones with sand. This ensures that children have plenty of opportunities to practise and develop their skills in preparation for early writing.
- Overall, children participate in the planned activities well. However, on some occasions children become distracted and struggle to remain focused. For example, when reading stories, children mainly focus on playing with the water and display fleeting interest in the book. This means that children do not always achieve the learning intentions that the childminder intends through her

teaching.

- The childminder supports children to learn about numbers. She incorporates numerals into the environment and supports children to identify the different numerals that they see. Children also join in with singing 'five little ducks.' They use props as they count the remaining ducks when one is taken away. This supports children to develop their understanding of number.
- Children have opportunities to make choices for themselves. For example, they choose which song they would like to sing by selecting different cards from the board. This supports children to make decisions for themselves.
- The childminder encourages children to develop their communication skills. She explains different topics. When children complete a puzzle, she explains what each character is. She also introduces new songs to children. This supports children to learn new words and develop their vocabulary.
- The childminder has strategies in place to support children to understand and explore their feelings and emotions. For example, she has an emotions board displayed and books which support this topic. Overall children are happy and content within the setting. On occasions when children do need extra comfort, the childminder offers reassurance and cuddles. This supports children to feel secure within the setting. However, on some occasions, the childminder does not consistently use the strategies she has in place to help children to understand their feelings.
- The childminder is reflective. She can identify areas of strength and areas that she would like to improve upon. She uses questionnaires completed by parents, and her own observations, to help her make improvements.
- Parents have extremely positive views of the setting. They share how the childminder provides a warm, welcoming and safe environment for all children. They feel that the childminder supports children's development well and encourages them to love learning.

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:

- explore ideas and techniques to support children to fully engage with play ideas and ensure learning intentions are met
- provide opportunities for children to further explore their feelings and emotions.

Setting details

Unique reference number	2706490
Local authority	Harrow
Inspection number	10388324
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	1 to 2
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 2022. She lives in Harrow, in London borough of Harrow. The setting is open Monday to Thursday, from 8am to 5pm, term time only.

Information about this inspection

Inspector
Emma Long

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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 2025