

Childminder report

Inspection date: 16 July 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

On arrival, children receive a warm greeting by the childminder and happily enter the setting. They show that they feel safe and secure within the bright and welcoming environment that the childminder provides. Children have access to a wide range of equipment and enjoy exploring different items throughout sessions. The childminder has positive relationships with children. For example, children often select items and take them to the childminder to explore them together.

Children behave well. The childminder supports children to have a good understanding of the rules in the setting. She gives children gentle reminders. For example, the childminder encourages children to tidy up before their snack. Children respond well to this and help to put the toys away. The childminder supports children to understand the daily routine. For example, she sings songs to indicate snack time. This helps children to know what to expect.

The childminder provides opportunities for children to develop their language and communication skills as part of the curriculum. She is a good role model. For example, the childminder responds to children and gives them plenty of opportunities to join in with singing different songs. She also demonstrates language and children develop their vocabulary by copying words that they hear.

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

- The childminder has a good understanding of the areas of learning within the early years foundation stage. She explains how she supports children to further develop within these areas. For example, the childminder supports children who speak English as an additional language by using words in children's home languages to support their understanding.
- The childminder extends learning opportunities for children. For example, when children show an interest in the musical instruments, the childminder suggests that they spend time crafting their own instruments. Children thoroughly enjoy making different sounds using the drums that they create. The childminder helps children to experience a range of opportunities, supporting them to develop and enhance a variety of different skills.
- Children have plenty of opportunities to achieve tasks for themselves. For example, the childminder gives children plenty of time to explore using scissors. Children access their water bottles independently and take their own shoes off on arrival. This supports children to enhance their independence skills.
- Although children spend time independently talking about their feelings, the childminder does not consistently support children to further explore their emotions. For example, when children say they are excited or happy, the childminder does not extend on this to enhance and develop children's

understanding.

- Children develop their physical skills. They enjoy taking part in dancing activities. Children move their bodies in different ways as they join in with a variety of different action songs. This supports children to develop their gross motor skills. Children also have opportunities to develop their fine motor skills. They spend time selecting smaller items to decorate the creations they make.
- Although the childminder has a variety of books on display for children, she does not consistently encourage children to extend their literacy skills. For example, the childminder does not support children to further explore books and stories. For example, when children pick up books and identify images on the front cover, the childminder does not always support children to read the story. This means that children can become distracted and move to a different activity.
- The childminder is reflective. She identifies areas of improvement, as well as areas that she feels works well. The childminder explains how she recently moved rooms to provide a larger area and more natural light for children. She actively monitors the impact the changes she makes in her setting have on children.
- Parents and carers share positive views of the setting. They feel that the setting is a safe and happy environment. Parents express how they are happy with the love and care that the childminder shows children. They share how their children enjoy their time at the setting and how they receive regular updates on the progress their children make.

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 enhance and develop their understanding of emotions
- extend children's literacy skills, such as by encouraging them to further explore a range of books and stories.

Setting details

Unique reference number	2711183
Local authority	Harrow
Inspection number	10388689
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	3
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Rayners Lane in the London Borough of Harrow. The childminder operates during term time, between 8am and 6pm, from Monday to Friday. She holds a recognised childcare qualification at level 3. The childminder provides government funded childcare.

Information about this inspection

Inspector

Emma Long

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector spoke with the childminder about the leadership and management of the setting.
- The inspector observed the interactions between the childminder and children.
- 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.

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