

Childminder report

Inspection date:

17 September 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 greets children warmly as they arrive at the setting. She has developed a warm and inviting space for children to learn and play. The childminder has invested in high-quality resources and uses these to set up engaging activities to meet children's interests. For example, children enjoy choosing from a variety of dressing-up clothes. This leads to imaginative and cooperative group role play in which children pretend to be doctors or astronauts. The childminder engages in this play with enthusiasm, interacting with children to enhance and extend their play.

The childminder knows the children in her care very well. She has a secure understanding of the skills and knowledge children need to prepare them effectively for school. For example, she equips children with the language they need to discuss their feelings and the skills required to manage these. She encourages children to draw their feelings, such as 'happy'. This results in unique drawings and discussions about what this feeling means to each child.

The childminder has high expectations of children's behaviour, such as promoting polite language and good table manners. She models respectful relationships for children. The childminder is highly positive and reassuring in her interactions with children. This contributes to an environment in which children feel safe and secure, and therefore confident to express themselves.

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

- The childminder develops secure and positive relationships with children. She is generous in her praise and encouragement. For example, she encourages children to hold a microphone and lead a nursery rhyme for their friends, offering warm praise for doing so. This builds children's self-esteem and positive attitudes towards learning.
- The childminder carefully tracks children's progress to ensure that they are meeting expected milestones. This enables her to identify any gaps in learning. The childminder shares this information with parents to promote a shared approach towards children meeting their next steps of development.
- The childminder is a strong model of spoken English. She constantly narrates as children play and introduces ambitious vocabulary. For example, she explains the importance of staying 'hydrated'. The childminder values children's home languages and often repeats key phrases in both languages. Over time, children develop into highly confident and articulate communicators.
- The childminder describes the importance of developing children's independence skills in readiness for school. She provides some opportunities for this, such as encouraging children to pour their own water. However, she sometimes does too

much for children. For example, older children have their fruit prepared and served to them, instead of peeling, cutting or choosing it for themselves. As such, children sometimes rely on adults instead of doing simple tasks for themselves.

- The childminder broadens her curriculum through visits to the local park and the library. She plans learning around themes and includes a range of celebrations, such as Eid, Diwali and Chinese New Year. A diverse range of books enhances this learning around other cultures. This supports children to learn about communities beyond their own, and also share and celebrate their own identities.
- The childminder understands the importance of delivering secure routines. For example, children are familiar with the circle-time routine in the morning. However, changes in routine are not always communicated effectively. This is confusing for children and briefly impacts on their behaviour. However, the childminder is skilled at quickly re-engaging children through songs, games and activities.
- The childminder calmly supports children to problem-solve when there are minor behaviour incidents. She uses a set of 'golden rules' to teach children about her boundaries and expectations. However, these are not consistently used, meaning some unwanted behaviours continue. On occasion, this disrupts the otherwise calm and purposeful environment. Nonetheless, children learn to self-regulate over time and are taught to consider how their behaviour impacts on other children.
- The childminder works closely with parents, offering daily feedback about children's care and development. Parents praise the nurturing environment and comment on the progress their children have made under her attentive and warm care.

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:

- consider how to further build children's independence skills, particularly during key routines such as snack time and hygiene routines
- consider how to better communicate routines with children, particularly at transition points, to maintain a calm and purposeful environment
- ensure that behaviour expectations are applied and communicated consistently to support children to understand what is expected of them at all times.

Setting details

Unique reference number	2712789
Local authority	Brent
Inspection number	10399211
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She is based in Brondesbury Park, in the London Borough of Brent. She offers childcare on weekdays, from 8am to 3pm, all year round. The childminder works with a co-childminder and holds a relevant level 3 childcare qualification. The childminder provides government-funded childcare places.

Information about this inspection

Inspector
Nicola Baker

Inspection activities

- The inspector viewed the provision and assessed the safety and suitability of the premises.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on the children's learning.
- The children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the 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.

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