

Childminder report

Inspection date:

31 July 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The childminder encourages children to take on manageable tasks to promote their independence skills. This involves allowing children to make choices about how they play. However, the curriculum overall lacks variety and ambition. The childminder does not always communicate high expectations for what children can achieve. Some planned activities fail to motivate children because they are not appropriately matched to their age and stage of development. Additionally, the curriculum does not provide children with a rich variety of experiences outside the setting. Nevertheless, the childminder creates some opportunities for children to learn new words, such as 'squeeze', 'roll', and 'pinch', while exploring play dough. These opportunities help to develop children's language skills.

Generally, the childminder promotes children's happiness and safety. She encourages children to share and take turns. However, when children become bored and restless, their behaviour deteriorates. They become boisterous and start snatching toys from others. When this happens, the childminder does not help children understand how their actions affect others. This lack of guidance does not teach children about the consequences of their behaviour. The childminder provides healthy meals to promote children's growth and development. She follows good hygiene practices to prevent the spread of germs and infectious illnesses. Children develop good hygiene habits.

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

- The childminder is passionate about her work with children. However, she does not effectively utilise the information gathered from observations and assessments of each child's learning to develop and implement an ambitious curriculum. Children lose interest and become disengaged from activities because they are not aligned with their developmental needs. This limitation affects the childminder's ability to challenge and extend children's learning sufficiently. As a result, children are not making the progress they can achieve. This includes children who are disadvantaged and in receipt of additional funding.
- The childminder conducts appropriate recruitment and induction processes for her assistants. She and her assistants complete mandatory training, including safeguarding and paediatric first aid, to ensure they are prepared for emergencies. However, the childminder's professional development programme and supervision of her assistants lacks a clear focus, which affects their ability to provide high-quality education.
- The childminder develops strong relationships with children, providing them with praise and cuddles to boost their confidence. However, she does not always state the reasons behind her rules and boundaries. For instance, while the

childminder encourages children to share and take turns, she does not explain the consequences of their actions, such as when they scream or take toys from others.

- The childminder fosters positive relationships with parents. She maintains daily communication with parents, sharing information about their children's learning and care routines. The childminder also informs parents about the setting's procedures, including how she handles children's accidents. Parents express their satisfaction with the childminder and appreciate the guidance she provides. This strong partnership with parents benefits children, including those who have recently joined the setting.
- The childminder ensures that children have time to rest and sleep, which supports their growth and development. She speaks with children and gently soothes them for comfort. The childminder plays gentle music in the background, helping to create a calm atmosphere for children.
- The childminder maintains the required adult-to-child ratios. She deploys her assistants sufficiently to supervise children and ensure their safety. The childminder applies her first-aid training to address any accidents involving children and keeps detailed records of these incidents. This documentation includes the treatment provided and this information is shared with parents.
- The childminder has improved her understanding of significant events that must be notified to Ofsted within the required timeframe. She has reflected on the organisation of snack and mealtime routines to prevent accidents involving children. In addition, the childminder has reviewed the risk assessment for her setting, indoors and outdoors, to ensure that children are not exposed to any potential hazards.
- The childminder's self-evaluation process is not robust enough. This does not enable her to fully identify and prioritise areas for improvement, such as weaknesses in the quality of education provided.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
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provide an ambitious curriculum, indoors and outdoors, which challenges and extends children's existing knowledge to help them make good progress	19/09/2025
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To further improve the quality of the early years provision, the provider should:

- improve own professional development and supervision of assistants to ensure teaching skills meet consistently high standards
- help children understand their behaviours and the impact these behaviours have on others
- evaluate the setting rigorously to identify areas that need improvement to benefit children's care and education needs.

Setting details

Unique reference number	2718273
Local authority	Harrow
Inspection number	10362691
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 4
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in the London Borough of Harrow. She offers care Monday to Friday, from 8am until 6pm, all year round, except public holidays. The childminder holds a childcare qualification at level 3. She works with assistants.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The childminder showed the inspector around the setting and explained her early years curriculum.
- The inspector sampled a range of documents, including the paediatric first-aid certificate and suitability checks.
- The inspector discussed the setting's safeguarding procedures with the childminder and her assistants.
- Parents spoke with the inspector to share their views on the setting.
- The inspector and childminder evaluated an activity together and its impact on children's learning.

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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