

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 provides a warm welcome as children arrive in the morning. 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 that promote learning through play. For example, children enjoy arranging small cubes to create patterns on the floor. The childminder engages in this play to extend learning. For instance, she teaches children that the pattern they are making is called a spiral. She links this to a snail shell, which interests children and promotes further discussion. The childminder praises children for working together and persevering until they have completed their pattern. This builds their confidence and develops positive attitudes towards learning.

The childminder knows the children in her care very well. She uses this knowledge to tailor her interactions to meet individual interests and needs. For example, she verbally labels numerals for toddlers who are learning to count and models putting the first few numerals in order. This child-centred approach to learning supports children to make good progress across the curriculum areas.

The childminder has high expectations of children's behaviour, such as promoting good table manners. She models a respectful relationship with her co-childminder and teaches children to respect other children's choices and ideas. The childminder is consistently calm 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 has developed secure and positive relationships with children. Younger children are particularly drawn to her calm and reassuring nature. She is highly nurturing and attentive towards them. For instance, she gives them cuddles and sings to them softly. Children feel secure and relaxed in her care.
- The childminder understands the importance of sharing stories with children. She reads with expression and uses props to engage children in storytelling. For example, she reads 'Handa's Surprise' and has all the fruits from the story for children to explore and describe. This provides a sensory experience that brings the story to life and promotes curiosity and language development.
- The childminder actively listens to children and responds to everything they say. This encourages them to share their thoughts and ideas. The childminder values children's home languages and often repeats phrases in both languages. Over time, children develop into highly confident and articulate communicators.
- The childminder provides some opportunities for children to develop their independence skills, such as encouraging children to pour their own water.

However, she sometimes does too much for children. For example, she uses wet wipes to clean older children's hands for them after eating. Children sometimes rely on adults instead of doing simple tasks for themselves.

- The childminder recognises the importance of secure routines, such as morning circle time. However, changes in routine are not always clearly explained, which can briefly unsettle children. Nevertheless, the childminder skilfully re-engages them through songs, games and activities.
- The childminder uses a set of 'golden rules' to share her boundaries and expectations. However, these are not consistently used. This means that some unwanted behaviours continue and occasionally disrupt the otherwise calm and purposeful environment. Nonetheless, children learn to self-regulate and are encouraged to consider how their behaviour impacts on other children.
- The childminder communicates effectively with parents. She shares ideas for home learning and advice to support children at home, including around oral health. Parents are very positive about the setting, commenting on the nurturing environment and the progress their children have made under such attentive and loving care.
- The childminder works very well with her co-childminder. They communicate clearly with each other, and share the same values, policies and procedures. The childminder attends training sessions and conferences and welcomes the guidance of other professionals to ensure that she is continually improving her practice.

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 ways to further support children's independence, especially during care routines such as eating and toileting
- communicate routines more effectively with children, particularly during transitions, to help sustain a calm and focused learning environment
- apply and communicate behaviour expectations consistently so that children clearly understand what is expected of them.

Setting details

Unique reference number	2719761
Local authority	Brent
Inspection number	10399218
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 they both hold 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 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