

Childminder report

Inspection date: 29 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

The childminder warmly welcomes children into her home. She finds out about their development, routines and interests before they join her setting. This helps her to provide the continuity children need to settle and feel emotionally secure. Children form strong attachments with the childminder. They show that they feel completely 'at home' as they chat happily and invite her to join their play. The childminder has high expectations for children. She is clear about the rules and boundaries in place and provides reminders throughout the day. Children learn to look after the toys, be kind to others and keep themselves safe.

The childminder provides a broad and ambitious curriculum, which prepares children very well for the next stages in their learning. Children demonstrate a range of skills and knowledge as they play. For example, they compare size and weight as they skilfully handle jugs and pipettes to transfer water between containers. The childminder places a strong focus on developing children's independence. She supports them to lead their own learning and encourages them to manage their personal care. Therefore, children consistently demonstrate a 'can do' attitude as they tackle tasks and challenges. For example, after a hand printing activity, children persevere in washing their hands until they are completely clean.

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

- The childminder uses her good knowledge of child development to identify what children are ready to learn next. She provides a range of exciting activities and interesting experiences, which ignite children's curiosity and promote their love of learning. Children make good progress and steadily build on what they know and can do.
- The childminder is a skilful teacher and consistently extends children's knowledge and thinking skills as they play. For example, as children have fun looking through a cardboard tube, the childminder challenges them to spot different objects in the environment. This helps children to develop their concentration and learn new words.
- The childminder consistently helps children to build broad vocabularies and develop their conversational skills. She talks clearly to children about what they can see and are doing and asks questions to encourage their use of new words. The childminder ensures children have daily opportunities to sing and listen to stories to further enhance their language skills. Children express themselves confidently and use a broad range of words in their play.
- The childminder plans daily outings with children, such as to the local library, playgroups and parks. This enables children to socialise with a wider range of people and feel part of the local community. She also celebrates a variety of cultural events with children throughout the year, including some that are special

to the children attending. However, the childminder does not always consider how to further enhance children's understanding of their similarities and differences, for example by incorporating children's home languages and cultures more consistently throughout her provision.

- Children benefit from the childminder's clear guidance about what she expects of them and what they need to do next. This helps them to learn about boundaries and ensures that routines run smoothly. The childminder assists children in solving disagreements and reassures them if they become overwhelmed. However, she does not always support children to consider their emotions and why they feel that way, to help them better understand their feelings and begin to self-regulate.
- The childminder ensures that she regularly updates mandatory training to help her keep the children in her care safe and well. She is keen to further develop her childcare knowledge and networks regularly with other childminders and professionals at a local children's centre. This helps her to share ideas and enhance her provision. For example, the childminder attended a workshop led by a local dentist. This provided ideas and resources that she uses to promote children's oral health in her setting.
- Partnerships with parents are a strength. The childminder ensures a constant two-way exchange of information to support children's care and learning. Parents describe the childminder's home as a 'warm, safe and nurturing environment'. They praise the quality of care and learning that the childminder delivers, which helps children to develop their individual skills, interests and personalities.

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:

- build further on the opportunities to celebrate children's unique experiences and help them understand their similarities and differences
- provide more support for children to explore how they feel, to aid them in understanding their emotions and moderating their behaviour.

Setting details

Unique reference number	2723803
Local authority	Harrow
Inspection number	10394624
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	11
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Pinner in the London Borough of Harrow. The childminder operates her provision Monday to Friday from 7am to 6pm throughout most of the year. The childminder works with an assistant. They both hold childcare qualifications at level 3. The childminder offers government funded early education for children aged from nine months to four years.

Information about this inspection

Inspector
Sarah Crawford

Inspection activities

- The childminder showed the inspector the areas she uses for childminding. She explained the curriculum and how she organises her provision to support children's learning and welfare.
- The inspector observed a range of routines and learning experiences to help evaluate the quality of education and the impact on children's learning.
- The inspector took account of parents' written feedback. She observed and spoke to children to help assess their experiences with the childminder.
- The childminder ensured that relevant documents were available for the inspector to view.

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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