

# Childminder report

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Inspection date: 9 December 2024

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children are very settled with this experienced childminder. She knows the children very well, having cared for most of them since they were very young. She has a good awareness about each child's unique care and learning needs. Children show they are very comfortable in her care and are confident to ask for help when needed. The childminder creates a fun and stimulating environment. The childminder provides many opportunities to support children's early mathematical skills. For example, children are able to recognise many shapes and know that a hexagon has six sides.

The childminder places a focus on outdoor learning and plans daily outdoor activities, such as walks around the neighbourhood, to the local parks and bus trips to other places of interest. The childminder uses these outings to encourage children's understanding of the world and learn about similarities and differences in the community.

Children show positive attitudes to learning and behave well. They cooperate well together as they play. The childminder gently reminds children about being kind and sharing toys. This supports children to understand social rules and learn to share together.

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

- The childminder plans a wide and broad curriculum. She bases her curriculum around a theme, which is designed to encourage children to learn through a wide range of experiences. For example, children have started to learn about the winter season and explore ice. They feel the cold ice and watch the changes when food colouring is added. However, on occasion, these activities do not have enough focus on what the childminder intends children to learn. This means that activities do not always support children's learning precisely.
- The childminder supports children's emerging communication and language skills well. She promotes literacy in her setting through reading stories and having books accessible, which children can choose. Children enjoy the books, and they talk about going to the library, as well as recalling books they have in their homes. The childminder encourages lots of conversations with children during the day. However, during story times, this sometimes distracts children's attention. They become restless, and the focus on the story is minimised.
- Children learn to keep themselves healthy and follow good hygiene routines. They know to wash their hands before meals and are learning about their own personal hygiene needs. The childminder promotes children's good health effectively. She provides nutritious meals and snacks of fruit, encouraging healthy eating, and completes topics on dental hygiene to teach children the

importance of good dental health.

- The childminder provides a good balance of adult- and child-led activities and enables children to have time for free play. They thoroughly enjoy role play with the dolls and buggies. They carefully make sure their dolls are securely harnessed in the buggy and pretend they are going out for a walk. This shows they have developed an awareness of safety when outside as they act out their experiences.
- The childminder has very positive relationships with parents. Parents speak highly of her and are very happy with how settled their children are and the progress they are making. The childminder provides regular feedback to parents on how their child has been. She also has more in-depth discussions with parents, for example, to discuss early intervention and the referral process if she has identified a child may need extra support for their development.
- Children receive lots of praise and encouragement from the childminder. She is a positive role model and encourages children to consistently use good manners, such as during snack times. Children are very capable of putting on their coats, hats and gloves before going into the garden, and they manage zips and buttons very well. This supports their growing independence and their development of good social skills for when they are ready for school and later life.
- The childminder is dedicated and strives for continuous improvement. She completes relevant training courses to ensure that she is up to date with any changes to legislation or practice. Recently, the childminder completed training on supporting children's mental health. Following this course, the childminder has introduced yoga sessions to encourage children to learn about relaxation and mindfulness.

## 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:**

- refine focused activities so that the learning intentions for each activity are clearly identified
- review story times to ensure that children are supported to maintain their attention and concentrate fully.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY250707                                                                          |
| <b>Local authority</b>                             | Brent                                                                             |
| <b>Inspection number</b>                           | 10364067                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 8                                                                                 |
| <b>Date of previous inspection</b>                 | 23 January 2019                                                                   |

## Information about this early years setting

The childminder registered in 2003. She lives in Willesden in the London Borough of Brent. The childminder operates her service from 8am to 6.30pm, Monday to Friday, all year round, except for bank holidays or family holidays. The childminder works with an assistant. She provides funded nursery education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jenny Devine

### Inspection activities

- The inspector and the childminder completed a learning walk and discussed her curriculum for the children.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- A sample of documentation was looked at and discussed with the childminder.
- The inspector observed interactions between the childminder, the assistant and the children.
- The inspector took account of parents' written feedback to gain their views on the childminder's service.

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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