

Childminder report

Inspection date: 4 June 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children form close attachments with the childminder and show good levels of emotional well-being. They readily go to her for cuddles, reassurance and to share their play and learning. The childminder spends time settling new children into her home and builds strong relationships with them. She knows the children in her care well, including what makes them unique. Children are settled and demonstrate that they feel safe by moving independently around the childminder's home and choosing what they want to play with. Children behave well and understand the childminder's expectations. They respond promptly to the childminder's gentle requests to modify their behaviour.

Children benefit from many opportunities to support their communication and language skills. Throughout activities, the childminder provides a commentary, models good conversational skills, and introduces new vocabulary. They chatter during their play and repeat familiar words and phrases in response to the childminder's warm interactions. She takes children to the local library, including the rhyme time sessions to increase further exposure to hearing and using language in different environments.

The childminder plans the learning environment to reflect children's interests. This ensures that children are well motivated to play and explore. For example, children concentrate for an extended period of time as they use spoons to transfer ice cubes from one bowl to another and watch as the ice melts in the sunshine. Children benefit from opportunities to develop their physical skills. They enjoy the activities available in the childminder's home as well as the local parks and trips to the local garden centre where they enjoy looking at the fish. These experiences enhance their learning and understanding of the natural world.

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

- The childminder has worked hard to secure improvements since the previous inspection. She has sought advice and support from her local authority to successfully improve her practice and has undertaken courses to help enhance her understanding of the early years curriculum. However, she does not focus sufficiently on updating her knowledge and understanding of changes in legislation and updates.
- The childminder uses the information she gains from parents, as well as her own observations and assessments, to identify what knowledge and skills children need to learn next. She plans for their interests and abilities accordingly. Children have positive attitudes towards learning and are making good progress.
- Children's personal development is nurtured well. The childminder is a good role model. She gives children encouragement and praise as they play. The

childminder teaches them to be kind and gentle towards each other. As a result, children show that they have good relationships with each other.

- The childminder is dedicated to supporting children with special educational needs and/or disabilities make good progress. She identifies when children are not making expected progress and takes appropriate measures to give support and adapts the curriculum well to support them. This includes working with parents and other professionals to help children get the right help.
- The childminder creates various opportunities throughout the day to help children gain greater levels of independence, including at mealtimes. Children learn how to wash their hands before meals and feed themselves with encouragement from the childminder.
- Children's behaviour is good. The childminder gives consistent messages to them to help them to understand rules and boundaries. On the rare occasions that children need support with managing their feelings, the childminder calmly intervenes and gives children the reassurance they need.
- The childminder knows the children well and talks confidently about them. She makes accurate assessments of their progress. However, she has not fully considered how the statutory progress check at age two could be used more effectively, to take advantage of the strong partnerships she has developed. For example, to share information with other professionals from health or, at times of transition, to school.
- Parents express satisfaction with the provision. They state that they value the childminder's professionalism, knowledge and care. Parents say that their children enjoy attending, have a strong relationship with the childminder and are making good progress.

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:

- use professional development opportunities to help enhance knowledge of and keep up to date on legislation and practice
- consider how the statutory progress check at age two could be completed more effectively, and shared with parents and other professionals.

Setting details

Unique reference number	EY259794
Local authority	Harrow
Inspection number	10309177
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	2
Date of previous inspection	15 August 2023

Information about this early years setting

The childminder registered in 2003 and lives in Stanmore in the London Borough of Harrow. She is open from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Anne Maher

Inspection activities

- The inspector carried out a joint observation of an activity with the childminder.
- The inspector observed the interactions between the childminder and children.
- The inspector held discussions with the childminder about their practices and procedures.
- The childminder spoke to the inspector about the children's learning and development with a particular focus on language and communication.
- The childminder provided the inspector with a sample of key documentation on request.
- The parents shared their view of the setting with the inspector.

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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