

Childminder report

Inspection date: 28 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder is well organised and ensures she has a good range of resources that help children to learn and develop well. She adapts her environment accordingly. For example, she ensures those children who are learning to walk have enough space to move around safely. This helps to build their physical skills in an area with minimal risk. The childminder spends time getting to know the children and their families. She finds out about children's care needs and ensures these are met effectively. She is alert to when children may be tired and responds to their individual needs promptly. Children build close bonds with the childminder. They seek her out to enjoy plenty of hugs and cuddles when required and enjoy her involvement in their play. Children clearly enjoy their time spent in the childminder's care. Their lively and energetic personalities help demonstrate that they feel safe, secure and happy. The childminder is a positive role model. She maintains very clear and high expectations of children and skilfully helps them understand how to be kind and interact positively with others. Children behave very well. They show pride when the childminder gives them praise and encouragement. Children gain confidence from a young age and are happy exploring and learning through their play.

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

- The childminder assesses children's development accurately. She carefully monitors their progress through frequent observations. She identifies any gaps in children's development and makes plans to help them to achieve the next steps in their learning. However, she does not fully consider the different and unique ways that children learn in order to enhance her activity planning even further. All children make good progress.
- The childminder uses age-appropriate strategies to encourage children to behave. Children learn to share, take turns and build on games in small groups, such as role play. For example, they delight in exploring the items in the treasure basket and pretend to comb each other's hair, including the childminder's.
- Children are confident and independent. The childminder has arranged her environment to enable the children to choose resources and equipment themselves. They enjoy finding and investigating musical instruments, particularly the guitar. They learn how to press buttons to make sounds and bounce joyfully to the music.
- Children develop strong communication skills. They enjoy singing many rhymes and songs. Children listen intently, and they join in with the actions enthusiastically. For example, children smile with delight as they jump up and down re-enacting the words of a song. They giggle as the childminder lifts them up and down and they laugh in hysterics as she tickles them.

- The childminder encourages children to develop their early literacy skills. Children join in with stories, repeat familiar words and talk about the pictures. For example, children happily do the actions and imitate the noises the animals make, and tell the childminder what the animal is from storybooks that the childminder reads to them. Children experiment with crayons. They marvel at the feel of the crayon on the paper and make swirls and various marks, developing their coordination skills.
- Children's mathematical skills progress well. For example, the childminder encourages young children to talk about the size of balls they post into the toy giraffe's mouth and say some number names in order. Children excitedly play peek-a-boo with the adults using various scarfs and learn about colours.
- Partnerships with parents, other providers and professionals are good. The childminder actively communicates two-way information about children's care and learning by using various methods. This helps to promote continuity between all those involved in each child's life.
- Children are beginning to learn about the importance of healthy lifestyles and healthy eating. They have opportunities to refine their large-muscle skills when they use play equipment during visits to nearby parks and local playgroups, and enjoy healthy snacks and meals prepared by the parents.
- The childminder keeps up to date with mandatory training, such as child protection and first aid. However, she needs to develop the use of continued professional development, to identify training and enhance her teaching skills further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in identifying child protection concerns. She has secure knowledge and can identify potential signs of abuse and recognises when children may be exposed to extreme behaviours. She knows the procedures to follow if she has concerns for a child's welfare or if an allegation is made against her or a member of her household. She completes daily risk assessments to ensure that the environment, resources and equipment are safe and suitable for children to use.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- enhance the planning of activities, taking more account of the different ways in which individual children learn, based on their interests and abilities
- consider further ongoing and continual professional development opportunities to improve the quality of teaching.

Setting details

Unique reference number	EY296871
Local authority	Brent
Inspection number	10061713
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	24 July 2015

Information about this early years setting

The childminder registered in 2004. She lives in the Willesden area in the London Borough of Brent. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Laxmi Patel

Inspection activities

- The childminder took the inspector on a learning walk and discussed the activities she provides for children.
- The inspector observed the childminder interacting with children. She assessed the impact of the childminder's teaching on what children know and can do, and discussed her observations with the childminder.
- The inspector spoke to the childminder and played with the children at appropriate times during the day.
- The inspector looked at a range of documentation, including evidence of the suitability of adults living on the premises.
- The inspector took account of the views of parents through written feedback provided.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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