

Childminder report

Inspection date: 19 September 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

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

What is it like to attend this early years setting?

The provision is good

Children confidently arrive at the childminder's setting and settle quickly to play. The childminder and her assistant build strong attachments with the children. Children feel safe and secure, and check in with the childminder regularly for guidance and reassurance. The childminder encourages and praises children, which builds their confidence and resilience. Children demonstrate a good attitude to learning and are willing to give things a go.

The childminder promotes children's communication, language and literacy development well. Young children happily engage in storytelling, and they excitedly respond when props are used to bring stories to life. Stories are familiar to children, and they begin to recall words from books that they have previously listened to. The childminder talks with children throughout the day during play. Young children enjoy listening to nursery rhymes and are beginning to join in with the actions of the songs.

Children learn through a wide range of resources that are available for them to choose from. Young children are beginning to build their social skills by learning to wait their turn and show kindness towards their friends. The childminder and her assistant are positive role models and have high expectations for every child. Children learn from this and behave well at the childminder's setting.

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

- The childminder is ambitious for every child and plans a curriculum so that every child reaches their potential. Children are well prepared for their transition into nursery and learn independent skills from an early age. They learn to feed themselves at mealtimes and practise how to put on, and remove, their shoes and coats. The childminder uses her knowledge of each child to ensure that they experience a wide range of learning.
- The childminder works closely with her assistant to ensure teaching is consistent. They work together to plan next steps of learning for each child, taking into consideration children's interests and engagement. The childminder supports the assistant in her training through conversations and updates. This includes providing safeguarding information so that the assistant understands her role and responsibilities.
- Children have lots of opportunities to build on their physical development. They build their gross motor skills. They run with their friends and show enjoyment as the wind blows on their face. Children walk up the steps of the slide and whoop with joy as they slide downwards. They seek out the childminder as they find new ways to slide their bodies. Children enjoy taking managed risks.
- Children are beginning to develop early writing skills through mark making. The

childminder ensures writing equipment is available indoors and outdoors so children begin to develop their fine motor skills. Children enjoy using chunky chalks in the garden. They share with the childminder the marks they have made, and they point at the colours that the childminder asks them to identify.

- Children learn about healthy choices. They eat healthy snacks and know to keep their water bottles near them as they resume their play. This helps children to learn to hydrate their body throughout the day whenever they are thirsty. At lunchtime, they eat freshly prepared, well-balanced meals. The childminder and her assistant talk to the children during mealtimes, and children enjoy this social event.
- Children learn routines from an early age. When they go to play outside, they reach for cloths to dry down the equipment before beginning to play. When washing their hands before meals, children line up at the sink to wait their turn. This supports children in following instructions and responding to structure in the day.
- The childminder's curriculum and the resources in the environment do not fully reflect a wide range of faiths, communities and cultures. As a result, teaching about the wider world and difference is limited for children.
- Parents speak highly of the childminder and the care she and her assistant provide for children. They appreciate the regular communication and how the settling-in experience reassures them. However, the childminder does not always communicate with parents fully about what their children are currently learning or how to ensure good practice in children's care routines.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility to keep children safe. She recognises the signs and symptoms of abuse, and, where necessary, she knows who to make the relevant referral to. This helps to keep children safe from harm. The childminder follows safe recruitment procedures and follows this up with ongoing suitability checks. This helps to ensure staff remain suitable to work with children. The childminder and her assistant know the procedures in the event that an allegation is made against them. They understand their duty to report this to the local authority. The childminder follows good hygiene procedures, which supports good infection control.

What does the setting need to do to improve?

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

- strengthen children's opportunities to learn about wider communities
- strengthen further the consistency of care and learning for children by developing information-sharing and parent partnerships.

Setting details

Unique reference number	EY298225
Local authority	Brent
Inspection number	10305466
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 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	22 February 2018

Information about this early years setting

The childminder registered in 2005 and lives in Harlesden, in the London Borough of Brent. She operates all year round, from 8am to 5.30pm on Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Jacqueline Halpin

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector around the premises and discussed how she organises her early years setting, including the aims and rationale for the curriculum.
- The inspector observed interactions between the childminder and children.
- The inspector spoke with parents and the assistant during the inspection, and took their views into account.
- Children communicated with the inspector during the inspection.
- The inspector looked at 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 2023