

Childminder report

Inspection date: 21 February 2023

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

Children enjoy their time with the childminder. They form close attachments with her and show they are happy in her care. Children seek the childminder out to share their experiences. She supports them to explore different toys and activities in her home. For example, children select different cars and trucks and roll them backwards and forwards on the floor, checking in with the childminder when they need reassurance.

Children are happy. They smile and babble as they interact with the childminder. She regularly praises them and as a result, they grow in confidence and self-esteem. The childminder teaches good manners to young children. She models the words 'please' and 'thank you' as children hand different toys to her. Children are eager to learn, and resources are stored at a low level so that they can access the things that they are interested in.

Children are learning to understand their feelings and emotions with good support from the childminder. For example, she uses a display board of emotions to help children to learn to recognise their feelings. This helps them to gain an understanding of their emotions and promotes their well-being. During an activity, young children point to the different pictures on the display and the childminder supports them by explaining what the emotion is.

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

- The childminder has a good understanding of child development in the early years. She knows the children well. The childminder gathers their initial starting points when they first attend. She continues to assess children's development as they learn new skills. She has high expectations for children and plans a play-based educational programme using the interests of each individual child. For example, babies and young children are encouraged to count during activities. The childminder models counting to support children's next stages in learning.
- The childminder builds close relationships with children and their families. For example, she cuddles children when they are getting tired. The childminder provides opportunities for children to discuss their families by displaying their family photos around the playroom. Children enjoy the familiarity, and this contributes to the home-from-home environment that the childminder provides. Parents are involved in their children's learning and state that they are happy with the progress their children make.
- The childminder supports children well to develop their communication and language skills. She models language and introduces new words to build on young children's vocabulary. For example, the childminder names toy animals as young children pass them to her. The childminder skilfully pauses after speaking

to allow children to think about what she is saying and have the time to respond. Children babble in response and make sounds that are similar to the words that the childminder says.

- The childminder has high ambitions for children and their learning. She places an emphasis on providing activities for young children that promote their sensory development. For example, children explore paint, water beads, sand and water, which helps them to develop their investigation and exploration skills. However, some activities are not always appropriate for all children and, as a result, younger children are not able to fully explore what is provided for them.
- Children learn about the importance of leading healthy lifestyles. The childminder provides nutritious, well-balanced meals. Older children learn about the importance of handwashing when they come in from the garden, and younger children have their hands wiped. However, this is not consistent, and the childminder does not always make effective use of opportunities to demonstrate good hygiene practices.
- The childminder provides opportunities for children to be active and practice their larger muscle movements in the garden, at the park and at toddler groups. She supports babies learning to walk and ensures that there are resources placed around so they can pull themselves up and learn to bear weight on their legs. She offers praise and reassurance to support children trying to do things independently so that they build resilience as they learn new skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder creates a safe environment for children to play in. For example, she supervises them well while they are indoors and outdoors. She has safety gates in place so that children are kept safe in her home. The childminder has a good knowledge and understanding of the signs and symptoms of abuse. She knows how to respond if any concerns arise about the children she cares for. This includes the potential signs of radicalisation and gang culture. The childminder ensures that activities are safe by conducting risk assessments before children engage in them.

What does the setting need to do to improve?

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

- adapt activities to ensure that they are age-appropriate so that all children can safely explore them
- strengthen hygiene routines to ensure that children understand how to lead healthy lifestyles.

Setting details

Unique reference number	EY315509
Local authority	Harrow
Inspection number	10265042
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	23 May 2017

Information about this early years setting

The childminder registered in 2006 and lives in Harrow Weald, in the London Borough of Harrow. She operates from Monday to Friday, most of the year. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Amy Clarkson

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 provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of an activity completed by the childminder.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of household members.

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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