

Childminder report

Inspection date: 3 May 2022

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 learn to trust the childminder to take good care of them. Babies respond well to her very kind and gentle nature. Children behave very well. They receive sensitive and effective encouragement and support to help them separate from parents or carers. Babies are reassured by the encouraging words and cuddles offered by the childminder. As babies relax, they grow in confidence to explore resources and make the most of the well-considered learning experiences on offer.

Children show delight and pride in what they can do. For example, babies smile proudly as they turn the pages of books and when they work out what happens when they press buttons on interactive toys. They delight in the praise they receive from the childminder for mastering these skills. Children have good opportunities to learn through trial and error. They develop a can-do attitude and benefit from a childminder who focuses her interactions on giving children the language they need to express their needs and thoughts. Children feel more secure under the nurturing guidance of the childminder.

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

- The childminder uses assessments well to identify children who may need extra support to make the progress of which they are capable. She shares concerns with parents and offers sensitive help for them to access support from other professionals, in order to help close gaps in children's learning.
- The childminder supports children's language development well. She talks with the children, develops their vocabulary and helps them learn to pronounce words correctly. Children enjoy singing nursery action rhymes. They recognise the small-world animals the childminder uses to support their choice in songs, and they choose their favourites. For example, the children heartily sing a farm song and enjoy making animal noises.
- The childminder has a good understanding of how to support children's developing physical skills. She helps babies develop the strength to begin to stand and bear their own weight. The childminder offers interesting resources that babies enjoy holding and passing to her. This helps to develop their hand-to-eye coordination.
- The childminder prioritises children's emotional well-being when they first start in her care. She works closely with parents to help make this change to children's routines as smooth as possible. For example, she finds out about children's preferences and interests, so she can make her home feel familiar. On the day of the inspection, children who were new to her care showed delight at seeing favourite resources and books waiting for them.
- The childminder uses care practices very well to help build bonds with children, as well as to promote their good health. She follows effective hygiene routines.

The childminder reassures and smiles to children as she changes their nappies. She gently sings to babies as they fall asleep. Babies and young children respond with smiles and happy babble.

- The childminder reflects on her practice effectively. Overall, she makes good use of evaluation to identify further opportunities to improve her skills. For example, the childminder undertakes regular online mandatory training. However, she does not always focus on developing opportunities to build on her professional development, in order to continuously develop her skills and teaching.
- Young children match coloured numbered blocks and sing rhymes that help them understand simple numbers. However, the childminder does not always use opportunities that arise naturally through play and routines to further develop children's mathematical understanding of counting.
- Arrangements for partnership working with parents are good. Parents are happy with the quality of care and education their children receive. Activities are planned well to support children's next steps and these are shared with parents. For example, the childminder completes daily diaries and has regular face-to-face conversations to discuss children's progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge up to date by accessing safeguarding training. She is confident to act quickly in the event of a child protection issue. The childminder is fully aware of the signs and symptoms of abuse and knows what to do should she be concerned about a child's welfare. She ensures that hazards are minimised and conducts risk assessments both at home and for outings. This helps her to ensure children's safety at all times while they are in her care.

What does the setting need to do to improve?

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

- strengthen opportunities for children to develop their understanding of early mathematics through their play and routines
- identify professional development opportunities to strengthen existing knowledge and enhance the quality of education to a higher level.

Setting details

Unique reference number	EY332791
Local authority	Brent
Inspection number	10061715
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 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	28 July 2015

Information about this early years setting

The childminder registered in 2006. She lives in Neasden, within the London Borough of Brent. The childminder operates Monday to Friday from 8am to 6pm, all year round, apart from bank holidays and family holidays.

Information about this inspection

Inspector

Anahita Aderianwalla

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 inspector and the childminder completed a learning walk around the setting.
- The inspector took into account the views of parents through letters.
- Discussions were held with the childminder at appropriate times during the inspection.
- The inspector observed the childminder interacting with children. She assessed the impact of her teaching on children's learning.
- The inspector looked at a sample of documentation, including records of suitability checks and training.

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 2022