

Childminder report

Inspection date: 2 March 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 are relaxed and clearly feel at home in the childminder's care. They quickly settle into their play alongside their peers. Children form early friendships with each other and are beginning to play cooperatively as a group. For example, when completing puzzles, older children work together as a team. They demonstrate their thinking and reasoning skills as they explain and find the accurate animal nose puzzle. Younger children sit next to their older peers and watch on as they complete the puzzle. Children delight in having all the time they need to enjoy this social experience. They thrive in the company of the childminder, who joins in their play with enthusiasm.

Children behave well. They are kind to each other. When disputes arise, the childminder is quick to offer distraction. She talks to children about what is happening, ensuring they are aware of her expectations. This allows children to follow the rules and values of the childminder's setting with ease. Children gain a good understanding of healthy lifestyles. The childminder talks to them about the importance of brushing their teeth. Children's communication and language is supported, as the childminder engages them in spontaneous conversations about the weather.

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

- The childminder supports children to learn about religious and cultural celebrations. Children learn how to celebrate and respect similarities and differences. During Chinese New Year celebrations, the childminder creates activities where children explore making lanterns. They develop creative skills while decorating paper with stickers of traditional Chinese images.
- Partnership with parents is strong. The childminder shares information with parents about activities they can do to support their child's learning at home. Children benefit from this shared approach, which helps them to be successful. Parents are very pleased with the care their children receive and the progress they make in their learning. They speak highly of the childminder and the nurturing care and exciting activities she offers to the children.
- The childminder ensures children's physical well-being is closely supported. She provides healthy snacks and meals and reminds children to drink their water regularly to keep hydrated. The childminder ensures that children are active outdoors every day, benefiting from fresh air and exercise in her well-resourced garden. Children enjoy a range of healthy home-cooked meals and snacks. This helps to promote their good health and well-being.
- The childminder helps children to develop good communication, language and literacy skills. She reads a variety of stories to children and teaches them new words. Babies sit on her lap and are fully included. Older children comment on

the stories they enjoy while they play. They remember the repeated refrains in traditional stories. The childminder develops strategies to support children who are learning to speak English as an additional language. She skilfully promotes children's home language alongside English.

- Children learn to manage their personal care needs independently. This helps them to develop their confidence and self-esteem. For example, they attend to their own toileting and wash their own hands.
- The childminder teaches children early mathematical concepts in preparation for school. She supports children to count and recognise that each item counts as one. Children also learn the vocabulary of shape and size.
- The childminder has clear aims for her curriculum. Children benefit from her good understanding of child development. The childminder knows the children well and understands what she needs to do to help them move on to the next stage in their learning. She identifies any gaps in the children's learning and plans focused activities to address them. However, at times, the childminder does not offer sufficient challenges for children to build on and extend their learning.
- The childminder reflects on her provision and attends regular training to develop her practice. However, she does not make the best use of professional development opportunities to focus more precisely on raising the quality of her teaching to the highest level and further enhance outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder identifies the signs and symptoms of abuse. She knows what to do if she has a concern about a child. The childminder can answer questions on a variety of scenarios, demonstrating her understanding of how she keeps children safe. She completes regular training to keep her knowledge up to date. The childminder shares what she has learned from recent updates. For example, she knows about the 'Prevent' duty and extremist views. Regular risk assessments and daily checks take place to make sure children play in a safe environment.

What does the setting need to do to improve?

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

- deepen children's learning by consistently providing them with additional challenge as they play and learn
- establish a targeted plan for professional development to increase knowledge and skills further, to raise the quality of children's care and learning to a higher level.

Setting details

Unique reference number	EY356591
Local authority	Harrow
Inspection number	10235108
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	0 to 10
Total number of places	12
Number of children on roll	9
Date of previous inspection	6 March 2017

Information about this early years setting

The childminder registered in 2007 and lives in the London borough of Harrow. She cares for children from 7am to 6.30pm, Monday to Friday, throughout most of the year. The childminder works with her husband who is also a registered childminder. She holds an appropriate qualification at level 3. The childminder receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector
Rizwana Nagoor

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 childminder.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation of an activity and held discussions with the childminder.
- The inspector observed children and spoke with them at appropriate times during the inspection.
- The inspector looked at a sample of documents and certificates.
- The inspector took account of the views of parents through written feedback.

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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