

Childminder report

Inspection date: 4 April 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The childminder demonstrates a loving nature. Children blossom and develop high levels of confidence and emotional well-being. They develop excellent independence. For instance, they happily eat their breakfast by themselves and help to clear the toys away after they have finished playing with them. The childminder supports children who are learning early care practices and essential social skills, such as taking turns, through very robust daily hygiene and self-care practices. The childminder's training around oral health helps children gain a deeper understanding of good toothbrushing routines and the importance of eating a very healthy diet.

Children's behaviour is excellent. Children develop great imaginations and play harmoniously. For instance, when decorating their flowers with glue, coloured tissue and coloured oil pastel pens, they patiently take their turns and happily share pens with their friends. Children show they are mature, kind and thoughtful.

The childminder demonstrates first-class teaching and expertly plans expansive educational programmes. Children excel in their learning and are superbly prepared for school. She uses her deep understanding of each child to offer them exciting play opportunities that exactly meet their developmental needs. Children show excellent focus and are highly motivated. For example, children concentrate intently while completing complex puzzles and playing with battery operated small-world toys. Children's knowledge is further extended as the childminder explains how batteries provide power. Children investigate an array of exciting tactile media that ignites their natural curiosity as learners. For instance, they thoroughly enjoy the challenge of finding hidden letters, stars and crescent moon shapes in shredded paper. Children excitedly talk and make connections in their play after reading a book about the importance of Ramadan.

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

- The childminder organises her home exceptionally well. She carefully reflects on how children access the spaces she provides and adapts them accordingly. Children play without interruption in the way they wish and need to. For example, out in the garden, there are spaces for various physical play activities and exercise, such as playing ball games, planting sweet peas and making marks with large chalks on the floor.
- After interruptions in children's lives and education during the COVID-19 lockdowns, the childminder has refocused her curriculum to help children catch up. She places an even stronger focus on supporting children's communication and language development and physical development. She has completed professional development that has helped her to develop an extremely strong

understanding of the difference this makes to children's ability to succeed in later life.

- The childminder delivers expert teaching. She uses several highly effective strategies to support children's speaking and listening skills. This includes using complex language. For instance, while children play with dinosaurs, she asks children to group them into 'herbivores' and 'carnivores'. The childminder frequently spends time reading books, explaining new words and reinforcing purposeful use of key vocabulary. This helps children to gain a very wide range of vocabulary and become confident to communicate.
- Children behave extremely well. The childminder gently explains to children her expectations of their behaviour. She proactively observes children playing respectfully and instantly reinforces good behaviours through friendly praise and cuddles, saying, 'Well done, that's wonderful sharing.'
- Children experience a wealth of rich-learning outdoor activities to help them make sense of the wider world. For instance, they routinely visit the local library, soft-play areas, a local zoo, parks and playgroups. Children have plenty of opportunities to climb, run, jump, balance and take appropriate risks while visiting 'The Gruffalo' trails in the local woods and nearby lakes.
- Children learn about difference through expansive activities, resources and positive images. The childminder increases children's awareness of diversity through providing multicultural resources and celebrating some religious and cultural festivals. For example, children went on an Easter egg hunt, and they find out about the ways in which some families observe the holy month of Ramadan. Children read books, dance to multicultural music and cook multicultural cuisine.
- The childminder is conscious of school readiness and encourages independence from a young age. Children follow robust routines and are highly independent. They put on their own shoes and coats before going outside. They confidently eat their own cereal at breakfast time. Children learn how to manage their own safety exceptionally well. The childminder teaches them about road safety while out on day trips.
- Parents describe this childminder as dedicated and passionate. They speak highly of the different opportunities offered by the childminder, recognising how these support their children's development. The childminder knows the parents of the children she cares for extremely well. She keeps parents updated daily about what their children have been learning. This includes what parents can be doing at home to further support their children's love of learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY408173
Local authority	Harrow
Inspection number	10316891
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	3 to 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	3 May 2018

Information about this early years setting

The childminder registered in 2010. She lives in the London Borough of Harrow. The childminder operates Monday to Friday, from 8am to 6pm, all year round, except for bank holidays and family holidays. She has her husband registered as her assistant for back-up care only. She receives funding to provide free early education for three- and four-year-old children.

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 childminder.
- The inspector and the childminder completed a learning walk, where they discussed the provision and the curriculum.
- The inspector observed the quality of teaching during both indoor and outdoor play and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder and evaluated the activity.
- The inspector held a meeting with the childminder to discuss how she self-evaluates the provision.
- The inspector looked at relevant documentation, such as evidence of suitability, paediatric first-aid and safeguarding certificates.
- The inspector spoke to a small number of parents during the inspection and took account of written testimonials.
- Children spoke and engaged with the inspector during the inspection.

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

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