

Childminder report

Inspection date: 9 February 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

The childminder's caring and friendly manner helps children to feel welcome and happy in her home. Parents comment positively on the caring and experienced childminder. They say that she provides opportunities for children to be active, and offers them a homely environment to thrive in. Children form strong beneficial relationships with the childminder and enjoy her company. They are comforted with a cuddle if they are unsure when there are visitors to the childminder's home. Children enjoy snuggling with the childminder while listening to a story. The childminder promptly helps children or fulfils any care needs they have, supporting their well-being effectively.

The childminder plans experiences and support to extend children's learning and, as a result, they make good progress. Young children develop their dexterity and coordination well. For example, when playing with bubbles, they enjoy catching and popping bubbles. The childminder encourages children to persevere to do things for themselves and persist when challenges occur. Children complete puzzles, listening to the childminder's tips and manoeuvring the pieces to put them in the right way. They show increasing confidence. Toddlers beam with pride at their accomplishments and maintain eye contact with the childminder. They show positive attitudes to their learning and develop their skills.

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

- The childminder focuses closely on what children need to learn next. She assesses their progress and plans suitable experiences. The childminder ensures that her support is carefully focused on children's individual needs and interests, motivating them well. Children build their confidence during different social activities out in the local community. They become much more positive about new experiences. For example, children learn to enjoy experimenting with a range of interesting art and messy activities.
- Children's communication progresses well. The childminder's good teaching and effective modelling offers children new ideas and words, to help to develop their language and skills. She reads to children to encourage their interest in books and develop their listening and attention skills.
- Children are well supported to understand the diverse society they live in. They access a broad selection of resources, such as dolls, books and small-world people. This helps to introduce children to the concept that people look different from each other, but can have the same experiences.
- The childminder has a consistent approach to managing children's behaviour. She offers praise and encouragement during activities, which helps to promote children's confidence.
- Children are keen to share experiences with the childminder and come to her for

comfort and reassurance when they need support. Children make independent decisions about the resources that they play with, following their own interests.

- The childminder builds effective partnerships with parents. She communicates well with parents verbally and uses a messaging app about their child's progress and what they have been doing at the setting. The childminder carefully considers how to support new children to settle into the setting, adapting this process to meet the needs of each child. This helps children to transition well between their home and the setting.
- Children benefit from the strong links the childminder forms with other providers and local schools. For example, staff share information about planning and activities, which the childminder extends. This supports continuity in children's learning and they move on to their future education with confidence.
- The childminder ensures that children's physical well-being is closely supported. She provides healthy snacks and reminds children to drink their water regularly to keep hydrated. The childminder takes children out to local parks and has activities and resources in her garden, to encourage children to be active in the fresh air. However, the childminder does not provide a consistent range of challenging opportunities to strengthen younger children's physical development, such as through activities and simple daily routines.
- The childminder ensures that statutory training is completed. She reflects on her practice and meets with other childminders to share good ideas to improve children's learning. However, the childminder does not precisely identify professional development that will help to improve her good teaching to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a broad and secure knowledge of safeguarding matters. She is meticulous about keeping her child protection training up to date, so that she knows about any changes in legislation. The childminder knows the signs that might lead to a concern about a child's welfare. She has a thorough understanding of local safeguarding procedures. The setting is safe and secure, and the childminder carries out daily safety checks. She encourages children to help to tidy away toys to minimise hazards to their health and safety. Parents comment that the childminder shares her policies and procedures with them and keeps them informed of any changes.

What does the setting need to do to improve?

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

- expand opportunities for children to experience a range of challenging physical activities to further develop their skills

- seek professional development opportunities to raise the quality of education to consistently high levels.

Setting details

Unique reference number	EY425499
Local authority	Brent
Inspection number	10264030
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	19 May 2017

Information about this early years setting

The childminder registered in 2011. She lives in Wembley, in the London Borough of Brent. The childminder operates during term time only from 7am to 6pm, Monday to Friday. The childminder holds a relevant early years qualification at level 3.

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 setting.
- The childminder showed the inspector around the areas of her home used for childminding and explained her intentions for children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed a range of activities and interactions between the childminder and children, to help evaluate the quality of education.

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