

Childminder report

Inspection date: 21 February 2020

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

What is it like to attend this early years setting?

The provision is good

Children enjoy a very homely environment where they feel safe and happy, and build very strong bonds with the childminder. The childminder celebrates children's achievements during activities and play. Children are praised continuously, and feel very proud of their learning. They are extremely comfortable with their routines, which are accurately tailored to their needs. Children have time to explore and benefit from a rich environment to play. They take part in daily outings to play outside. This is often planned with other local childminders and children, which also support children's social skills. Children enjoy a balance of child-led and adult-led opportunities. For example, young children play with balls and learn vocabulary to describe their sizes and colours. They also learn how to kick a ball. Children go on to extend their learning, choosing their favourite balls and kicking them around the room. Children are challenged and develop their skills across all areas of learning. For example, they decided to play with building blocks inside a ball pit. Children are confident and self-assured. They learn the skills they will need for nursery and school.

Children benefit from the childminder's kind and attentive approach. She is an excellent role model. Children learn about what is right and wrong, and fully understand what is expected of them. Children learn about their own feelings and behave exceptionally well.

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

- The childminder observes and assesses children's skills very closely. She knows what they can do and what they need to learn next. The childminder monitors children's progress and quickly identifies any emerging gaps in their development. She plans activities and works with parents to narrow these gaps swiftly.
- Children know and like the local play areas, parks and shops. They enjoy daily activities outside, for fresh air and regular exercise. Children are very confident in their physical development. Additionally, they have excellent opportunities to learn about keeping healthy. The childminder provides them with fresh drinking water and works with parents to ensure that meals and snacks are nutritious.
- The childminder supports children in developing their independence. She is very alert to signs that children are ready for more challenge. For example, she works with parents to teach them to manage their children's self-care skills, such as how to use the toilet. The childminder talks to children about the importance of washing their hands. Children listen to her attentively as they do so. They learn important skills from the childminder.
- Partnerships with parents are good. The childminder keeps them informed about children's care routines, for example. She has procedures to share information

regularly about children's progress with them. However, the information obtained from parents during children's initial days with her lacks depth. There is capacity to obtain more information about what children already know and can do when they first start.

- The childminder is highly proactive in developing her own knowledge and teaching skills. She attends regular training and meetings with local childminders to share good practice. She often brings new ideas to boost children's experiences and learning. The childminder is very clear about her vision, and is eager to provide a high standard of care and learning for children.
- The childminder discusses her policies and procedures with parents so that they understand her commitment to promoting children's safety, welfare and well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is very knowledgeable about the possible signs of abuse. She attends regular child protection training, and knows the steps to take when a child may be at risk of harm. The childminder knows the possible signs of wider safeguarding concerns, such as the 'Prevent' duty. The childminder ensures the environment is safe for the children. She makes robust risk assessments of her house and any outings. The childminder takes every opportunity to teach children about personal safety.

What does the setting need to do to improve?

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

- gather more detailed information about what children already know and can do when they first start at the provision.

Setting details

Unique reference number	EY429802
Local authority	Harrow
Inspection number	10104617
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	31 March 2015

Information about this early years setting

The childminder registered in 2011. She operates from Monday to Sunday, all year round, from 7am to 7pm, except for family holidays and bank holidays. The childminder holds a valid level 2 qualification in early years.

Information about this inspection

Inspector

Karinna Hemerling

Inspection activities

- The inspector had a tour of the house and a learning walk. She reviewed the opportunities that children have to play, saw the resources and discussed safety with the childminder.
- The inspector discussed the curriculum with the childminder. She observed activities and considered children's learning and progress.
- The inspector looked at documentation, such as the childminder's suitability checks, training and qualifications.
- The inspector took account of parents' views through the written feedback provided by the childminder.

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 2020