

Childminder report

Inspection date:

7 September 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

Inadequate

What is it like to attend this early years setting?

The provision is good

The childminder and her assistants provide a welcoming and homely atmosphere. On arrival, children share cuddles with their familiar adults and settle quickly, showing that they feel safe and secure. The childminder and assistants build warm and trusting relationships with all children. Children who are new to the setting swiftly become familiar with the environment and routines, which supports their self-care skills and helps them gain a strong sense of belonging.

Since the last inspection, the childminder and her assistants have worked tirelessly to make all the necessary improvements. They provide opportunities for children to get the best start and become confident learners. They ensure that resources provided are of high quality and easily accessible to all children. Children are encouraged to choose their favourite activities for independent learning. The childminder and her assistants know children well. They provide activities that reflect children's interests. For example, children draw their summer experiences. They share events, such as visiting the seaside.

Children behave very well. The childminder supports them to show care and consideration towards one another. For example, older children often share a cuddle with younger children who are settling in. Children build positive relationships with each other and play cooperatively.

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

- The childminder is clear about what children need to learn and why. She uses the information gathered through observations of children to provide meaningful opportunities and to help extend their learning further. The childminder and her assistants help all children to make good progress in relation to their starting points in development. This includes children who speak English as an additional language.
- The childminder and her assistants support children in their communication and language development. They introduce new words to extend children's learning. For example, younger children learn words such as 'squeeze' as they explore with play dough.
- Children play outdoors each day. Their physical skills are supported well as they move freely, dance and jump. They practise skills such as throwing and kicking. Children have plenty of opportunities to strengthen their small muscles and mark-making skills. This leads to older children confidently writing familiar words.
- Children's physical health and well-being are a high priority for the childminder. She follows procedures in relation to hygiene and teaches children about healthy and unhealthy choices. The childminder provides freshly cooked, balanced meals

and ensures she meets children's dietary requirements.

- Occasionally, the childminder and her assistants do not organise group times well enough to fully support all children's learning and interest. For example, some children who are at the back are not able to fully engage or focus during an activity. This has some impact on their attitudes towards their learning.
- The childminder is reflective about her setting and has a clear vision. She knows the importance of regular training and, together with her assistant, takes part in professional opportunities to enhance the practice. The childminder now needs to prioritise the monitoring of the assistants' teaching to identify where they need further support to provide children with consistently high-quality learning experiences.
- The childminder and her assistants support children's mathematical development well. They model how to count and then give children plenty of opportunities to develop and practise these skills. Children learn about shapes and measure as they complete puzzles or compare the length of bead strings.
- The childminder consistently helps children to behave well. She introduces breathing techniques to help them to stay calm. The childminder and her assistants help children to use words associated with their feelings. This helps children recognise and talk about their emotions.
- Parent partnerships are strong. The childminder keeps parents informed about their child's care and learning. Parents are invited into the childminder's setting to join their children for celebrations and special events such as graduation. Written feedback from parents is complimentary. They write that their children love attending and that the childminder's setting provides a home-from-home experience.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants refresh their safeguarding training regularly. They understand the possible indicators that a child may be at risk of harm and the procedure to follow should they have a concern. There are robust procedures to ensure that known and authorised adults collect children. The childminder maintains an accurate record of children's attendance. She supervises children well and assesses potential risks and puts required measures in place. The childminder and her assistants have current first-aid certificates and a secure knowledge of what to do in the case of an emergency.

What does the setting need to do to improve?

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

- review group activity times to make sure that all children fully engage and their learning is maximised

- strengthen arrangements for coaching and mentoring to further support the assistants to develop their practice to the highest levels.

Setting details

Unique reference number	EY431838
Local authority	Harrow
Inspection number	10286146
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 5
Total number of places	17
Number of children on roll	11
Date of previous inspection	16 March 2023

Information about this early years setting

The childminder registered in 2012. She lives in the London Borough of Harrow. She offers full-time and part-time care each weekday from 7am to 7pm, throughout most of the year. The childminder is eligible to receive funding for free early years education for children aged two, three and four years. She holds a relevant early years qualification at level 4 and works with assistants.

Information about this inspection

Inspector
Agnes Wink

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder led the inspector on a learning walk and talked to the inspector about what she wants children to learn.
- The childminder and the inspector evaluated an activity together during a joint observation.
- The quality of education was observed and the inspector assessed the impact that this has on children's learning.
- Children shared their views with the inspector.
- Parents' written feedback was shared with the inspector.
- Relevant documentation was observed and discussed, such as first-aid 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.

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