

Childminder report

Inspection date	4 July 2019
Previous inspection date	5 June 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder plans a broad range of activities and uses effective teaching methods to successfully engage children. Occasionally, she clarifies concepts through the use of bilingual words. This enables the children to understand, answer and ask questions.
- The childminder is effective in engaging with parents to obtain detailed information about their children's abilities and interests when they first start.
- Children develop strong emotional attachments to the childminder and are happy and content in her care. The childminder is calm and caring and children relate well to her. She evaluates and reflects on her practice effectively.
- The childminder uses her knowledge of child development and skills well to promote children's learning. Children's individual progress is monitored effectively.
- The childminder regularly takes children to local groups and outings where they can develop good social skills and knowledge of the community around them. Children learn to embrace new situations with confidence.
- Parents share positive thoughts about the provision. They praise the childminder's caring approach towards their children. Parents especially appreciate that their children learn very well from the activities she provides.
- The childminder has established a focused programme of professional development to continually drive forward the quality of teaching.
- Although children's overall number development is supported well, the childminder does not always provide children with opportunities to explore and discuss shapes and measurements.
- Occasionally, the childminder does not question children effectively to expand and challenge their thinking.

What the setting needs to do to improve further

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

- provide more opportunities for children to more easily choose, investigate and talk about shapes and measures
- enhance the good teaching further by using more open-ended questions to help extend and challenge children's thinking.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector took into account the written views of parents provided on the day.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and spoke with children at appropriate times throughout the inspection.
- The inspector sampled a range of relevant documentation, including attendance records and evidence of the suitability of persons living in the household.

Inspector

Mrig Divecha-Talker

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder uses various sources of information and ongoing safeguarding training to keep up to date with current guidelines. She knows the relevant procedures to follow should she be worried about the welfare of a child. The childminder's priority is to ensure children's safety. She conducts full risk assessments of her house and outings, and teaches children about keeping safe. The childminder continually reflects on many aspects of her service. She keeps her professional knowledge up to date through completing online training. The childminder shares information about the children's progress with parents and relevant schools. She understands the importance of working in partnership with other professionals, to promote consistency in children's care and learning.

Quality of teaching, learning and assessment is good

The quality of the childminder's teaching is good. She reflects on daily observations of children to plan suitably challenging activities that focus on their individual next steps of learning. The childminder places a clear priority on communication. She takes time to listen carefully to children and extends their language successfully. The childminder demonstrates good use of teaching strategies, such as explanation and modelling, to support children's learning. This helps children to build up new vocabulary and knowledge. For example, children develop the words for different flavours from the choice the childminder talks through. Activities are used productively to encourage children to learn about counting, colours, positional language and how things work. For instance, children work out how to remove cars from a model vehicle carrier. Children's manipulative and small physical skills are developed well, for example when they explore play dough and use supporting tools competently.

Personal development, behaviour and welfare are good

The childminder forms close relationships with children. This helps them to feel happy, secure and ready to learn. The environment, both indoors and outdoors, is welcoming and well resourced. This gives the children plenty of opportunities to play with curiosity about the world around them. The childminder encourages children's growing independence. Children learn to complete simple tasks by themselves, for example attending to their own personal hygiene. She develops children's understanding of the benefits of adopting healthy lifestyles, including through healthy eating. Children learn to behave well. The childminder is a very good role model and praises children's efforts often. This helps them feel valued and gain positive self-esteem.

Outcomes for children are good

Children make expected progress from their starting points. They listen and respond to stories with great enthusiasm and sing favourite rhymes. Children enjoy participating in imaginary play and they use a range of small-world resources. They are keen to learn about roles of people in the community. For example, they demonstrate on a doll how temperature is taken. Children gain a secure understanding of print and letters in books. For instance, they name letters. Children make links to learning in nursery class, for example people pulling a chariot in a school celebration.

Setting details

Unique reference number	EY432887
Local authority	Harrow
Inspection number	10070358
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 - 4
Total number of places	4
Number of children on roll	4
Date of previous inspection	5 June 2015

The childminder registered in 2011. She lives in Edgware, in the London Borough of Harrow. The childminder operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

