

Childminder report

Inspection date: 2 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children have fun and thrive in this welcoming setting. They happily engage and settle quickly into activities the childminder has planned through his curriculum. Children show that they feel safe and secure in the childminder's care. They enjoy a variety of exciting activities, including outdoor activities within the local community the childminder introduces them to. Children engage well, overall, developing their creative skills at play dough activities. The childminder takes on the roles that children provide for him as they make play dough figures, offering enthusiastic support and guidance where needed. Children flourish under his calm, kind and friendly care. They take pride in their achievements and benefit from the praise and encouragement the childminder provides. This helps to build children's self-esteem and confidence.

Children behave well. They play together cooperatively, building secure relationships with the childminder. Children appreciate the childminder's support, which helps them to become confident learners. The childminder encourages children to take part in helping with daily routines. For example, children eagerly help to tidy away the toys when requested, which helps them begin to learn independence. All children make good progress from their starting points.

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

- Children's communication progresses well. The childminder's good teaching and effective modelling helps children to develop new ideas and words, which supports their language development. For example, the childminder reads to children to encourage their interest in books and develop their listening and attention skills.
- The childminder places a high focus on developing children's mathematical abilities. He provides ample resources to introduce children to numerals, improving their recognition. Younger children learn to talk about the size of objects and describe their shape and properties. Older children sort objects and begin to accurately count.
- The childminder understands the importance of forming strong links with other providers. He has positive relationships with the local school. He actively incorporates into his planning information shared by the school regarding children's progress and next steps, which helps to quickly narrow any emerging gaps. This two-way communication strongly promotes continuity for children and positive outcomes for their future learning.
- The childminder supports children to develop a healthy lifestyle. He extends children's knowledge and understanding of healthy food choices as he engages them in conversation. During activities, such as role play, children sort wooden fruit and vegetables and talk joyfully about the different vegetables they would

like to grow.

- Partnerships with parents are effective. Parents speak highly of the childminder and strongly value the information he shares with them about children's learning. This enables parents to extend children's learning at home even further. Parents say that children form close bonds with the childminder. They feel that children are well supported and are progressing extremely well.
- Children have plenty of rich opportunities to explore the outdoors and meet new people. The childminder organises regular trips to the local library and parks. Children have a safe and secure outdoor garden area, and they enjoy exploring a large forest area on their nature walks. Children make good progress in their physical development and social skills.
- The childminder gathers detailed information about children and their families from the start. He finds out about children's routines and development at home before parents leave children in his care. He uses this, along with his own assessments of children's learning, to plan for the next steps in their development. However, while children are eager to learn, younger children sometimes lack concentration and engagement as they play and learn. The childminder does not always plan some adult-led activities with precision to ensure he meets their learning needs.
- The childminder reflects on his practice to identify areas to improve children's learning. However, the childminder's continued professional development is not focused closely enough on what will help to further improve his good teaching to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of child protection. He knows how to keep children safe. The childminder knows who to contact and what to do if he has concerns about children's welfare or thinks a child may be at risk of harm. The childminder is confident about the process to follow if he has concerns about the conduct of his co-childminder. The childminder ensures he completes safeguarding training. He has robust risk assessments in place to ensure his home is suitable. Children are taught about health and safety, including online safety.

What does the setting need to do to improve?

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

- sharpen planning so that all children's interests and needs are consistently met and they are fully engaged in their learning
- seek professional development opportunities to raise the quality of teaching to consistently high levels.

Setting details

Unique reference number	EY444083
Local authority	Harrow
Inspection number	10235709
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 10
Total number of places	12
Number of children on roll	9
Date of previous inspection	6 March 2017

Information about this early years setting

The childminder registered in 2012 and lives in the London Borough of Harrow. He cares for children from 7am to 6.30pm, Monday to Friday, throughout most of the year. The childminder works with his wife, who is also a registered childminder. He holds an appropriate qualification at level 3. The childminder receives funding to provide free early education for children aged two, three and four years.

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 his evaluation of the childminder.
- The childminder discussed his intentions for children's learning and the curriculum he offers.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The childminder discussed children's progress with the inspector.
- The inspector viewed a sample of documentation and checked the suitability of the childminder.
- The inspector read feedback from some parents and took their views into account.

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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