

Childminder report

Inspection date: 29 September 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

The childminder and her assistants provide a friendly, welcoming and homely atmosphere. They build warm and trusting relationships with all children, which helps children to feel safe and secure. The childminder and her assistants help children who are new to the setting to swiftly become familiar with the environment and routines. Children have positive attitudes towards their learning. They join in happily with songs and rhymes that adults sing to them. Children show great eagerness to explore the home corner or to complete puzzles. They show that they are proud and share their joy in their achievements with the childminder and her assistants. Children confidently explore and lead their play. They behave well. Children build positive relationships with each other and begin to play cooperatively.

The childminder and assistants motivate children to do their very best. They design a broad curriculum based on children's interests and what they need to learn next. Children learn to share toys and wait patiently for their turn during games and activities. The childminder skilfully assesses children's development and sequences their learning well. She has securely established routines, which have a positive impact on children's individual needs. Children, including those with special educational needs and/or disabilities, make good progress in their learning and development.

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

- The childminder and her assistants support children in their communication and language development. They introduce new words to extend children's learning. For example, when children draw, the childminder and her assistants help children to describe what they do and see on the printout. They make comments such as 'The hedgehog has prickly back'. Children repeat new words and use them in conversations.
- Children develop an interest in books. The childminder engages children well as she animatedly reads familiar stories. Children often choose books that they want the childminder or assistants to read for them. Their choices are listened to, and this helps them to feel valued.
- Overall, children learn about healthy lifestyles. The childminder ensures that she prepares healthy meals for children in her care. Children learn about the importance of physical activities. All children enjoy lots of time in the garden, and they relish being outdoors. Children develop strong physical skills as they climb, swing and use ride-on toys.
- Children develop their fine motor skills to help them build their muscles in preparation for early writing. They practise holding pencils with a firm grip as they make marks and draw. Children use their hands to build towers with small

wooden blocks and to manipulate objects during posting activities.

- The childminder generally teaches children good hygiene practices. For example, she ensures that children wash their hands before eating. However, on occasions, the childminder does not give children consistent messages regarding how good hygiene can support their good health. For example, on occasion, she does not remind children not to put shared toys in their mouth.
- The childminder works well with her assistants. They discuss their practice, and the childminder shares her wealth of knowledge with her assistants. However, the childminder is aware that her assistants sometimes lack confidence. She understands the importance of providing additional support for them to further enhance their knowledge and skills, as this occasionally hinders the high-quality experiences that children receive. However, she is yet to embed this support.
- The childminder teaches children about the dynamics of families that may be different to their own. She provides children with opportunities to explore similarities and differences between themselves and others. For example, children learn about a range of cultural festivals that occur at different points of the year.
- Children follow the childminder's rules and expectations. The childminder gently reminds children to say 'please' and 'thank you', to help to develop their manners. Children learn to share and take turns. For instance, they share pretend cake as they take part in an imaginative play.
- Parent partnerships are strong. The childminder keeps parents informed about their child's care and learning. Written feedback from parents is complimentary. They write that their children love attending and that the childminder's setting provides them with support and guidance around children's sleeping and toileting routines, when needed.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants understand their responsibility to safeguard children. They use risk assessments and daily checks to ensure that the home is safe and secure. The childminder and assistants supervise children and maintain ratios. They have completed safeguarding training, including the 'Prevent' duty. The childminder and her assistants recognise the signs and symptoms that may indicate a child is at risk of harm or abuse. The childminder has procedures in place and knows to record and report any concerns regarding a child's welfare. She has suitability checks in place for all adults living and working in the household.

What does the setting need to do to improve?

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

- give more consistent messages to children about how good hygiene practices

support their good health

- enhance support for assistants to raise the quality of education for children even further.

Setting details

Unique reference number	EY464818
Local authority	Brent
Inspection number	10305033
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 3
Total number of places	6
Number of children on roll	9
Date of previous inspection	8 February 2018

Information about this early years setting

The childminder registered in 2014. She lives in Dollis Hill, in the London Borough of Brent. The childminder works all year round, from 8am to 6pm, Monday to Friday, except for family holidays and bank holidays. She works with two assistants.

Information about this inspection

Inspector

Agnes Wink

Inspection activities

- This was the first 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 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 inspector observed the quality of education and assessed the impact on children's learning.
- Parents' written feedback was shared with the inspector.
- Relevant documentation was observed and discussed, such as evidence of 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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