

Childminder report

Inspection date: 26 May 2022

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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder provides a warm and nurturing learning environment where children feel safe and secure. They form strong attachments with her. Children make close friendships with their peers. They enjoy cuddles and reassurance. Children happily explore the activities on offer, making choices as they play.

The childminder has high expectations for all children and skilfully plans activities to meet their learning needs. She gets to know the children well from the start. The childminder gathers detailed information from parents and ensures activities and resources reflect children's interests. Children excitedly join in and show a 'can-do' attitude. Children play imaginatively in the mud kitchen and talk about the pies they have made. They are delighted as they fill tins with soil mixture and stir the soil with real kitchen utensils in the outdoor mud kitchen.

Children listen to the childminder and behave well. The childminder models good behaviour and provides gentle reminders to support children to know right from wrong. Children use good manners and share resources with their friends. They develop their self-help skills. For example, children feed themselves, tidy away their toys after playing and pour themselves drinks of water when they are thirsty.

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

- The childminder provides a well-planned curriculum that covers all areas of learning. She tracks learning to ensure any gaps are identified early and addressed as soon as possible. The childminder has a flexible approach and adjusts activities, making them challenging and fun and incorporating individual abilities.
- The childminder skilfully weaves mathematical language and concepts into play activities. For example, children can name a wide variety of different vehicles and precisely recall what each vehicle can do. They put various wheeled vehicles in a line and sort them by size. The childminder counts aloud with the children, skilfully noting differences, such as 'the aeroplane has two wings and the police car has four wheels'.
- Overall, children's communication is developing well. They listen attentively as the childminder sings their favourite songs. Children show their knowledge as they offer key words and phrases. The childminder uses questioning to extend learning. However, on occasions, she does not give children enough time to think and answer before moving on.
- The childminder confidently supports children's behaviour. She promotes turn taking and uses distraction to diffuse situations quickly. For example, the childminder models how children may wish to use resources to benefit all children. As a result, children develop a sense of belonging. They play nicely

together and develop good social skills.

- The childminder and her assistants evaluate their practice to make improvements. They seek feedback from parents and children and listen to their views. The childminder has identified changes for the garden to benefit children's learning further. She completes mandatory training. The assistants benefit from in-house training relevant to their job role. However, the childminder does not precisely target key areas for her own and her assistants' development, to help raise teaching and learning to the highest level.
- Children learn about healthy lifestyles. They regularly visit the park and local community groups, which helps to increase their social and physical skills. Children enjoy being active in the childminder's garden. They relish chasing bubbles and squeal excitedly as they catch some. Young children beam with pride as they blow some bubbles using a whisk.
- Children develop good levels of independence. They show pride in managing tasks, such as preparing snacks for themselves and putting on their own coats and shoes. The childminder uses lots of praise and encouragement, which helps to increase children's self-esteem.
- Partnership working with parents is strong. The childminder informs parents about their children's learning. She talks to them at drop-off and collection times and sends photos of what children are doing. Parents compliment the childminder's service and say that she is 'welcoming, warm and cares for the children'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an up-to-date safeguarding policy with the contact details of relevant agencies should she or her assistants have concerns about children's welfare. They know the signs and symptoms that may indicate a child is at risk. The childminder and her assistants know the procedures to follow if they have any concerns regarding a child's welfare. The childminder maintains ratios and supervises children effectively. She and her assistants check the home thoroughly to ensure that they identify and remove any potential hazards. This helps children to remain safe and secure as they play.

What does the setting need to do to improve?

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

- allow children time to respond to develop their thinking skills further when being asked questions
- focus professional development on expanding knowledge to gain a deeper understanding of how children learn, to raise the quality of interaction to an even higher level for all adults who work with children.

Setting details

Unique reference number	EY465604
Local authority	Brent
Inspection number	10104455
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	24 May 2016

Information about this early years setting

The childminder registered in 2013. She lives in Wembley, in the London Borough of Brent. The childminder offers care for children from 7.30am to 6.30pm, every weekday throughout most of the year. She holds relevant early years qualifications. The childminder occasionally works with two assistants.

Information about this inspection

Inspector

Anahita Aderianwalla

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 their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector carried out a joint observation and evaluated the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector around the premises and discussed how she ensures they are safe and suitable.

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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