

Childminder report

Inspection date:

9 October 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The childminder provides a welcoming environment in which children feel comfortable and secure. Staff interactions with children are consistently warm and supportive. For example, babies are quickly reassured and comforted with cuddles from the childminder. However, children are not encouraged to be as independent as they are capable of being. For example, older children get spoon-fed at lunchtime and have their noses wiped for them. As such, the curriculum is not ambitious enough for all children and does not fully support them to be ready for their next stage of learning.

Children behave well. The childminder teaches children to be kind and respectful to each other and explains the importance of rules. For example, she explains that a child might hurt themselves if they run around inside. However, some activities are not pitched correctly to meet the needs of all children, so children sometimes find it hard to sustain appropriate behaviours for learning.

The childminder encourages healthy lifestyles through offering nutritious, home-cooked meals and snacks. Children also get lots of opportunities for physical play in a well-resourced and secure garden. For example, babies enjoy being on the swings together, while older children race each other on scooters and balance bikes. The childminder teaches the children about the natural world through growing flowers and vegetables together and visiting local parks and gardens. However, there are occasions when staff fail to identify potential risks in the outside area.

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

- The childminder is clear about what she wants children to learn. She is passionate about developing children's personal, social and emotional skills. However, her assistants have limited knowledge about child development and are less clear about the curriculum intents. This means that children do not make as much progress as they could.
- Staff help children to develop their language skills over time. They frequently sing with the children and expose them to rhymes in different languages. The childminder understands the importance of sharing stories. However, children are read to as a group, despite them being at very different stages of development. This limits engagement and does not successfully meet the needs of individual children.
- The learning environment has a range of resources to meet the needs of different ages and interests. For example, one child perseveres with a shape-sorting activity while another enjoys dressing a wooden doll with magnetic clothes. However, adults sometimes overly direct play, meaning children do not

always get the time and space they need to make choices and develop their independent play skills.

- Children have regular access to the garden, which is well resourced to encourage physical play. They learn about the natural world by exploring outside in all weathers. However, staff do not recognise all risks in the outside area. For example, cherry tomatoes that have fallen to the ground are choking hazards. The potential impact of this is minimised by excellent supervision and staff address the risks as soon as they have been identified.
- The childminder has secure routines in place to meet the needs of babies. However, the use of blankets over cots to block out the light is not in line with safer sleep guidelines. Babies are well monitored as they nap, and the childminder has already taken steps to address this breach in requirements.
- The childminder teaches children about the changing seasons and celebrates a variety of festivals throughout the year. She takes account of children's cultural backgrounds and ensures their family traditions are included and celebrated. This supports all children to feel valued and represented.
- Children enjoy eating in the garden together. They are offered a variety of healthy, home-cooked foods and are reminded to use their manners during mealtimes. However, older children eat with their fingers and are then spoon-fed by an adult. This does not support children to be ready for their next stage of learning.
- The childminder knows each child very well and has caring, warm bonds with the children. She works in partnership with parents to provide consistent care routines, such as toilet training. She offers regular feedback to parents and encourages them to seek support when she has noticed any possible delays in development.
- Parents speak very highly of the setting. They call it a 'home from home' and mention how caring and loving the childminder is. They share that their children are happy in her care and they highly value the strong family feel. Parents appreciate the experiences the childminder offers, such as baking together and trips out to Kew Gardens.

Safeguarding

The arrangements for safeguarding are effective.

The setting is secure and hygienic. Staff take their safeguarding responsibilities seriously and have suitable knowledge about child protection policies and procedures. They know the appropriate agencies to contact if concerned about a child's welfare or if an allegation is made against an adult. The childminder keeps up to date with her safeguarding training and ensures she updates her assistants accordingly. All staff are paediatric first-aid trained. The provider understands events that are notifiable to Ofsted and has risk assessments in place while waiting for suitability checks to be completed for new staff.

What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and
Childcare Register the provider must:**

	Due date
ensure babies are placed down to sleep in line with the latest government safety guidance	23/10/2023
ensure steps are taken to minimise risks to children in the outside area through more robust daily checks and remaining vigilant throughout the day	23/10/2023
provide staff with professional development opportunities to ensure they understand the learning and development requirements of the early years foundation stage.	27/11/2023

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

- review how group times are organised to ensure that children's individual learning needs are more effectively met
- support children to develop greater independence skills, including offering more choice and time to develop independent play skills.

Setting details

Unique reference number	EY471498
Local authority	Brent
Inspection number	10304942
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	12
Number of children on roll	9
Date of previous inspection	6 February 2018

Information about this early years setting

The childminder registered in 2014. She lives in the London Borough of Brent. She operates all year round, on Monday to Friday from 8am until 6pm, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works with two assistants. She offers funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Nicola Baker

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about children's learning and development with a particular focus on the prime areas.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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