

Childminder report

Inspection date: 20 May 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy at this childminding setting. They have warm relationships with the childminder and her assistants, who know children and their families well. Children's behaviour is generally good. The childminder and her assistants teach children to be polite and for older children to engage younger children in their play. Children like to be helpful. For example, they get out extra chairs so their friends can join them at the activity they are engaged in.

The childminder plans a curriculum which is focused on supporting all children's learning and development, including children with special educational needs and/or disabilities, to prepare them for the next stage in their education journey. She encourages children who speak more than one language to speak in their home language as well as English. The childminder and her assistants celebrate diversity.

The childminder and her assistants support children to develop their independence skills from a young age. As a result, children are confident to persevere when they find things tricky. For example, children concentrate while peeling their own fruit for snack and pouring themselves water from a jug without spilling any.

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

- The childminder has worked to address the actions from the previous inspection. The childminder and her assistants understand what they want children to learn from the activities they provide. They ensure that they adapt their teaching to meet individual children's stages of learning. This helps children to make good progress.
- The childminder and her assistants know children's routines and the things they want with them to help them to get to sleep. Babies learn to feed themselves independently. The childminder supports children to develop a love of stories and have access to a range of books indoors and outside. The childminder, her assistants and children enjoy singing songs throughout the day.
- The childminder and her assistants nurture children's independence skills. They have high expectations for what children can do for themselves and this means that children develop confidence in their own abilities. Children mostly behave well. However, at times, when children struggle to manage their own feelings, the childminder and her assistants are sometimes too quick to solve problems for children without encouraging them to express their needs and wants verbally.
- Children learn about being healthy. They eat a range of fruit while they are at the childminder's setting. Children talk about fruit they like and do not like. They enjoy spending lots of time outside in the garden and develop respect for growing plants and gardening. The childminder and her assistants risk assess the spaces used by children to ensure that they are safe for children. They

remind children to make sure that no one is too close when they are jumping, which helps children to consider risks in their play.

- The childminder and her assistants support children's mathematical development well and they ask lots of questions. However, they tend to ask closed questions to test children's knowledge rather than open questions to extend their thinking. Sometimes, the childminder and her assistants do not allow children the time to think about their response before moving them on. This means that children do not always have time to process their thinking skills and fully form their answers.
- Children immerse themselves in role play. They pretend to set up a restaurant in the garden and pretend cook food with dough for their friends. Children carefully select the different-coloured dough and use the knife to cut them into small pieces before rolling them to create different fruit and vegetables. The childminder's assistants support children to correctly pronounce the names of the food they are making out of dough. For example, they help them to say the full word for 'tomato' and teach them the new word 'aubergine'.
- Parents are full of praise for the childminder and her assistants. They report that they receive regular updates throughout the day and that communication is good. Parents also appreciate the ideas the childminder gives them to support their children's learning and development at home. The assistants say they feel happy working in the setting. They receive training and are well supported by the childminder.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support children to solve their own problems, such as by encouraging them to use words to ask for things they want, rather than being too quick to do things for them
- give children time to think about their answers and respond before asking more questions or moving them on.

Setting details

Unique reference number	EY471498
Local authority	Brent
Inspection number	10317718
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	1 to 4
Total number of places	12
Number of children on roll	12
Date of previous inspection	9 October 2023

Information about this early years setting

The childminder registered in 2014 and lives in the London Borough of Brent. She operates all year round, from 8am until 6pm, Monday to Friday, 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 education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kathryn Irvine

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- Children communicated with the inspector during the inspection.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- The assistants talked to the inspector 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 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.

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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