

Childminder report

Inspection date:

7 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children benefit from a settling-in period which their parents and the childminder agreed together. Children are adjusting to the absence of their parents and developing self-assurance in response to the consistent and responsive care they receive. They confidently explore the environment and are interested in the good range of activities that stimulate their curiosity. They enjoy investigating the components of magnetic sand and how it reacts when they pat and squeeze it into shape. Children hear and use mathematical language. They count how many scoops of sand fill a pot and work out if there is room for one more. Children learning English, hear their home language alongside their play, which helps them develop understanding and the confidence to speak in English too. They learn how to use tongs to pick up sea creatures in the water tray, which helps to strengthen their small muscles for early writing.

Children behave well and are adjusting to the boundaries in the childminder's home. They happily decide what they want to play with and are learning to play alongside each other. Children respond to the childminder and her assistant's high expectations. For example, they receive sensitive support as they learn to tidy away their toys before lunch and to sit at the table for their meal.

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

- The childminder understands the importance of helping children build secure relationships with herself and assistants. She has thought carefully about support for children's needs during their first few weeks as they settle. She uses information gathered from parents to help her curriculum planning and has considered children's emotional security. For example, the childminder has included familiar favourites from home alongside new experiences for children.
- The childminder follows safe recruiting procedures when employing a new assistant. She provides a good induction to ensure they know the daily routines, the childminder's expectations and their roles and responsibilities.
- Together, the childminder and assistant evaluate after each session, noting children's interests and achievements. They discuss adjustments they will make to the curriculum to meet children's needs and to support their development.
- The childminder and assistant have a good understanding of child development. They talk about what they will do if they identify a child who has a difficulty in learning. For example, they will work closely with parents and other professionals to ensure children get the help they need.
- Children enjoy pretend play. The assistant sensitively joins the play describing what children are doing. She makes suggestions to extend their play. For example, encouraging children to put food in the oven and close the door. They bring cups to the table and count them and she encourages children to wash the

dishes in the sink.

- The childminder and her assistant introduce children to the natural world in the garden. They talk to the children about the change autumn brings. Children collect fallen apples and enjoy eating them for their snack. They gather leaves in a basket and add them to a tray of natural resources in the indoor environment.
- Children develop their large muscles. For instance, they squeal with delight when the childminder and assistant introduce a parachute. They listen to the adults singing and join in with actions jumping up and down underneath the parachute.
- Parents are very happy with the service the childminder provides. They say their children are happy, so they are too. They comment their children have had time to get to know the childminder in the park on play dates before they started and settling-in sessions. Parents say they always talk together about what their children have been doing when they drop off and collect their children. They love the photos the childminder shares providing reassurance for them.
- The childminder is a positive role model and supports children to be confident to speak. For example, she listens to what children say and answers in English repeating in their home language to help them understand. Occasionally, the childminder does not give the children time to process and respond to questions before she answers for them.
- Children are developing their independence. For example, they hang up their coats when they arrive and take off their shoes. Sometimes the childminder and assistant provide too much help. For example, rather than encourage children to try themselves, they wipe runny noses, operate the soap dispenser and put children's shoes on.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and assistant have a good knowledge and understanding of child protection. They are confident in the signs and symptoms that may show a child is at risk of harm. The childminder and assistant know the contact details if needed to report any concerns to protect children's welfare. The childminder understands if she receives an allegation against her, a household member or assistant that she must report and seek advice from the local authority designated officer. The childminder teaches children to keep safe. For example, she uses her stairs to teach children how to walk up and down the steps safely.

What does the setting need to do to improve?

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

- give children sufficient time to process and respond to questions, to support their understanding and developing vocabulary

- encourage children to do more for themselves to increase their independence skills even further.

Setting details

Unique reference number	EY474707
Local authority	Harrow
Inspection number	10231869
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	2 to 3
Total number of places	9
Number of children on roll	3
Date of previous inspection	13 September 2016

Information about this early years setting

The childminder registered in 2014. She lives in Edgware, Middlesex, in the London Borough of Harrow. The childminder works with two assistants. The childminder cares for children from Monday to Friday, between the hours of 8am and 5pm.

Information about this inspection

Inspector

Ruth George

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 setting.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on personal, social and emotional development and communication and language.
- The inspector observed the childminder and her assistants' interactions with the children.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of household members and the assistants working in the setting.
- Parents shared their views of the setting with the inspector.

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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