

Childminder report

Inspection date: 26 July 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a warm and welcoming environment for children. Parents comment on how their children settle quickly into her care. Children say how much they enjoy their time with her. The childminder uses books and stories well to help children to understand their feelings. Their behaviour demonstrates that they feel safe and secure. The childminder has high expectations for children. Children learn to manage their own needs, such as putting on their own shoes. This helps them to prepare for school. The childminder supports children effectively to become confident and sociable. Children feel comfortable to talk to visitors in the setting and involve them in their play.

Overall, children benefit from good-quality and well-organised resources. When they hunt for pretend dinosaur bones in the sandpit, the childminder introduces mathematical concepts well. She encourages children to measure the bones and discuss their size. The childminder is skilled in adapting her activities to meet the needs of the range of ages of the children in her care. All children feel included. The childminder teaches children to manage risks and to keep themselves safe. For example, she teaches babies how to crawl down steps backwards and older children how to pass scissors to their friends safely.

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

- The childminder ensures that she gathers information about children before they start at the setting. She knows children well, and completes accurate assessments of their abilities and learning needs. The childminder is welcoming to children with special educational needs and/or disabilities. She fully understands her role in ensuring that they receive the services they need.
- The childminder plans interesting experiences for children that support their learning and development well. Children become absorbed in playing with coloured pasta. The childminder uses questions effectively to extend children's thinking and imaginations. She teaches them to play imaginatively, suggesting ideas for using the pasta shapes. Children develop their creative and mathematical development as they use the shapes to create representations of faces. They demonstrate pride in their pictures and discuss the rainbows which they make from the different colours.
- The childminder supports children to manage their behaviour and consider the needs of others. She provides clear explanations to children as to why some behaviour is unacceptable. As a result, children develop strong social skills and are self-assured and cooperative. Older children become absorbed in rich role play and plan a party in the home corner, asking each other for help. Babies begin to develop a sense of empathy for others. They pat the heads of the older children to demonstrate that they are sorry.

- Children have lots of opportunities to learn about the wider world. They benefit from frequent outings in their local community, including local parks and zoos. Children learn to care for the pet tortoise, who they feed from vegetables which they have grown in the childminder's garden.
- The childminder ensures that children have plenty of opportunities for fresh air and exercise. Children develop their physical strength as they use the climbing frame and wheeled toys in the spacious garden. The childminder provides children with nutritious food. Children develop an understanding of healthy eating.
- The childminder demonstrates a commitment to her own professional development. She proactively seeks training and opportunities to improve on her own practice. The childminder shares her learning from training with parents to help children to stay safe at home.
- The childminder has formed strong professional relationships with the schools which children attend. This helps to ensure that children receive a consistent learning experience between settings. Parents talk highly of the childminder and the support that she provides them so they can help their child learn at home. They state, 'I wish everyone to be like her, I won't change her for anything'.
- The childminder uses stories, songs and nursery rhymes to reinforce children's learning. She reads children a wide range of good-quality books. However, the childminder does not think about how she can develop children's love of reading further. For example, she does not organise books to encourage children to explore them independently.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that herself and her assistant attend regular safeguarding training to help keep their knowledge current. She has a secure understanding of her role to promote children's safety. The childminder knows the possible indicators of abuse. She understands the reporting procedures to follow if she has any concerns about children's welfare. The childminder creates a safe environment for children. The childminder ensures that children learn the language and skills to keep themselves safe. For example, children take part in regular fire evacuation drills. They learn to name parts of their body and understand which parts of their body are private.

What does the setting need to do to improve?

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

- build on strategies to encourage children to develop their love of books further, and to access books and stories independently.

Setting details

Unique reference number	EY480353
Local authority	Harrow
Inspection number	10231908
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	7 September 2016

Information about this early years setting

The childminder registered in 2014 and is located in the London Borough of Harrow. She holds a relevant qualification in childcare at level 3. The childminder offers care throughout the year from 8am to 6pm, Monday to Friday. She occasionally works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elizabeth Shack

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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector spoke to children to find out about their time at the setting.
- 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 spoke to several parents during the inspection and took account of their views.
- 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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