

Childminder report

Inspection date: 22 June 2023

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

Children enjoy lots of individual attention, which helps them to feel safe and secure. The childminder has a warm and friendly approach. She also gives children lots of praise and encouragement. Consequently, children are happy and settled in her care. Young children are confident, and their behaviour is good. Their emotional well-being is enhanced through the close and caring attachments they have developed with the childminder.

Children benefit significantly from a wealth of age-appropriate toys, resources and interesting planned activities that cover all areas of the curriculum. The childminder encourages children to explore freely and access what they wish to play with. Children explore and investigate with curiosity. For example, they are fascinated when playing with interactive toys that light up and make sounds when they press the buttons and lift flaps.

The childminder actively supports children's communication and language development. She supports children's early language skills by using correct words, phrases and simple sentences. She speaks clearly and accurately both in the children's home language and in English. Young children delight in singing their favourite songs and joining in with the actions. They equally enjoy sharing books about their interests in vehicles and animals with the childminder. Children also benefit from a good range of activities that helps to foster their understanding of equality and diversity. For instance, they celebrate different cultural festivals throughout the year. They visit places in the community to help them learn about the diverse world they live in and to develop good social skills.

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

- The childminder effectively assesses children's learning and accurately plans activities that interest them. She shares children's progress with parents and encourages them to talk about their children's learning at home. Children make steady progress from their starting points in their learning and development.
- The childminder interacts positively with children and joins in with their play. For example, children eagerly take part in planned activities where they learn the names of a range of farm animals and the sounds they make. However, during some activities, children become easily distracted because the childminder does not organise the learning environment as well as she could.
- The childminder uses the local community well to provide children with daily fresh air and exercise. Visits to the local parks offer young children good opportunities to develop their physical skills, such as climbing, running and balance and coordination skills.
- Children are learning skills necessary for their future learning, such as their

move on to nursery. They learn about different shapes and sizes during their play with toy food in the role-play kitchen. With the childminder's guidance, children are beginning to lead their own play. Overall, they demonstrate good listening and attention skills.

- Young children have good opportunities to develop their self-help skills during everyday routine activities. For example, they are learning to feed themselves with a spoon and a fork and drink water from a beaker.
- The childminder supports children's understanding of a healthy lifestyle well. For instance, children participate in good hygiene routines. They eat a range of healthy and nutritious snacks and are offered plenty of drinking water, especially when the weather is hot.
- The childminder has a good understanding of children's individual care routines. For example, she knows when children are feeling unwell, tired or when they need a nappy change. This supports children's physical and emotional well-being effectively.
- The childminder uses self-evaluation to review her practice. She values the views of parents and other professionals in this process. The childminder ensures that her mandatory training is kept up to date. However, her professional development plans still need to be fully embedded to help improve her teaching practice to an even higher level.
- Partnerships with parents are good, as are links with other early years professionals. Parents are very happy with the service that the childminder provides. This helps to ensure consistency in children's care, learning and development.

Safeguarding

The arrangements for safeguarding are effective.

Children are kept secure and safe from harm. The childminder understands her role and responsibility in safeguarding children. She is confident at reporting any concerns she may have about children's welfare. The childminder keeps her safeguarding knowledge up to date by attending training courses. This has contributed to her in-depth knowledge of the wider issues relating to safeguarding. The childminder assesses and minimises risks to children in her home and on outings. She closely supervises young children and teaches them how to keep themselves safe. For example, she encourages young children to learn how to cut a banana for snack by using a child-appropriate knife safely.

What does the setting need to do to improve?

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

- develop strategies, such as the organisation of planned activities, to help children focus and concentrate for longer periods

- review current plans for professional development to help develop teaching skills even further.

Setting details

Unique reference number	EY485772
Local authority	Brent
Inspection number	10289437
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 1
Total number of places	4
Number of children on roll	1
Date of previous inspection	24 November 2017

Information about this early years setting

The childminder registered in 2015. She lives in the London Borough of Brent. She operates all year round, from 8am to 6pm, Monday to Friday, except for Bank holidays and family holidays.

Information about this inspection

Inspector

Rubina Nijabat

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 her evaluation of the setting.
- The inspector sampled documentation, including evidence of suitability and children's records.
- The childminder discussed children's progress and next steps with the inspector.
- Parents' views were taken account of by the inspector.
- The inspector observed interactions between the childminder and the children and reviewed the impact on the children.
- The childminder and the inspector had a learning walk of the areas used by the children and discussed her aims and objectives.

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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