

# Childminder Report

**Inspection date**

8 February 2018

Previous inspection date

9 December 2014

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | Previous inspection:    | Good        | 2        |
| Effectiveness of the leadership and management                |                         | Good        | 2        |
| Quality of teaching, learning and assessment                  |                         | Good        | 2        |
| Personal development, behaviour and welfare                   |                         | Good        | 2        |
| Outcomes for children   |                         | Good        | 2        |

## Summary of key findings for parents

**This provision is good**

- The childminder plans a wide range of interesting activities that engages children to learn.
- The childminder interacts with children well. She joins in with their chosen play to extend their thinking and learning.
- Children make good progress for their ages and stages of development. They have a good understanding about the lives of their friends and people in the wider community, and they talk about events in history too.
- Children enjoy mathematical activities. They count and name some shapes while they play.
- The childminder helps children to develop a strong sense of belonging in her home. They develop a close bond with the childminder and make good friendships with each other.
- The childminder's partnership with parents is good. They work together to help children to achieve and make progress.

**It is not yet outstanding because:**

- Although the childminder knows the children well, she does not use her assessments of their development to monitor progress precisely. She does not always focus planning sharply on children's next steps or identify less obvious gaps in their overall learning, to help them make rapid progress.
- Sometimes, the childminder offers her help too soon; rather than waiting for children to try to complete a task, she steps in and finishes it for them.

## What the setting needs to do to improve further

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

- use assessments of children's development to monitor their progress and to plan precisely for their next steps and any less obvious gaps in their learning
- give children time to try and complete tasks that they can manage for themselves, to extend their learning further.

### Inspection activities

- The inspector observed the childminder and children's interactions during a range of activities.
- The inspector and the childminder evaluated the effectiveness of an activity together.
- The inspector sampled the childminder's documentation, including children's development records, the safeguarding policy, evidence of the suitability of household members and the childminder's training certificates.
- The inspector held discussions with the childminder and children throughout the inspection.

### Inspector

Ruth George

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has maintained her good practice since the last inspection. She meets with other childminders to network. Together they reflect on what works well and what does not. The childminder makes effective use of what children are interested in so they enjoy learning. For example, they love cooking and the childminder has used cooking activities to enhance their mathematical skills. In addition, the childminder has identified training to develop her skills further. This has helped her work in partnership with parents to manage issues, such as nutrition, potty training and behaviour. Safeguarding is effective. The childminder recognises the signs that may indicate a child is at risk of harm and knows how to report any concerns to protect children's welfare.

### Quality of teaching, learning and assessment is good

The childminder provides a welcoming, child-friendly environment that captures children's curiosity. They explore the resources and choose what they want to do. The childminder sensitively interacts with them to extend their play and learning. She teaches children to count and to learn the names of colours, for example, as they construct models of caterpillars. The childminder shows children how to read picture instructions to follow a recipe. They count how many cups of flour and water they need to make play dough. The childminder helps children to learn mathematical language for measure, such as 'full' and 'empty'. She extends children's vocabulary alongside their pretend play. For example, when a child holds up a vegetable and says, 'melon', the childminder gives the child the correct name, 'aubergine', and explains that some people call it an 'eggplant' too.

### Personal development, behaviour and welfare are good

The childminder supports young children to develop social skills and learn the hard lesson of taking turns. She encourages children to negotiate and consider the consequences of their actions. Children learn to share and behave well. The childminder helps children learn to respect and value each other and people in the wider community. They learn about special occasions, such as Japanese Girls' Day, and learn about wider historical events. For example, during Black History Week children made traffic lights to remember the man who invented them. The childminder helps children to enjoy a healthy lifestyle. They eat well, learn to manage their personal care and have plenty of exercise.

### Outcomes for children are good

Children learn a good range of skills that prepares them well for their next stage in learning and their move on to nursery or school when the time comes. Children enjoy learning how to use a range of utensils to help measure ingredients and concentrate for extended periods when manipulating and rolling dough. Young children have very good opportunities to learn about the differences in each other's cultures and those in the wider community. Children are imaginative and enjoy make-believe play. They learn songs and rhymes and listen to stories that help to develop their early reading skills. Children are very polite. They learn to be kind to each other and to share their toys.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 137481  |
| <b>Local authority</b>             | Brent   |
| <b>Inspection number</b>           | 1070292   |
| <b>Type of provision</b>           | Childminder   |
| <b>Day care type</b>               | Childminder   |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 2 - 3   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 3   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 9 December 2014   |
| <b>Telephone number</b>            |   |

The childminder registered in 1997. She lives in Harlesden, in the London Borough of Brent. The childminder is open Monday to Friday all year round, apart from family holidays and bank holidays.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

