

# Childminder report

---

Inspection date: 21 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## What is it like to attend this early years setting?

### The provision is good

The childminder aims to provide children with a homely family environment where children feel happy and safe. Younger children who have just started receive warm cuddles and reassurance to help them feel settled. Older ones enjoy playing with the toys and find books that are of interest to them. This helps to give them a sense of security. Children seek out the childminder to join in their games. They sit closely during their play and ask for support without hesitation. Children start to make positive relationships.

Children are independent, confident and assertive. They lead their own play and demonstrate a 'can-do' attitude to their learning. They become absorbed in imaginative activities and show determination as they refine their physical skills. Children develop good early literacy skills. For example, they enjoy books, learn the sounds that letters represent, and are eager to name objects on a variety of posters. The childminder is skilful at introducing new vocabulary. Children make good progress from their starting points. They have fun as they learn and, in turn, they are eager to try new things and investigate with motivation. Children enjoy their time at the setting.

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

- The childminder provides a welcoming and friendly environment for children, where they can access a wide range of toys and resources. Children move between indoors and outside as they follow their interests and direct their play. The childminder provides activities that capture children's attention and motivate them.
- The childminder works in partnership with parents. She gives parents verbal feedback about the activities that their children have done that day. Parents complete a registration form before their children start at the setting. This provides the childminder with the information she needs to know about individual children and their needs.
- The childminder supports children's growing communication and thinking skills effectively. Children thoroughly enjoy listening to stories. During these activities, the childminder encourages children to participate as she asks lots of questions about the pictures. This allows children to name characters, make animal sounds and describe what is happening. Additionally, the childminder routinely introduces new language and rhymes.
- The childminder teaches children to respect and learn about other people who are different from themselves. However, she does not provide enough opportunities for children who speak English as an additional language to hear and use their home language enough to represent and value their heritage and identity.

- Children behave well. The childminder sets a good example with her gentle manner towards children. She has high expectations of the children and explains when behaviour is not appropriate. She teaches children about right and wrong. The children listen, and respond well to the childminder.
- The children have plentiful opportunities and experiences to enhance their learning. For example, they go on walks to local parks, which helps them to have an understanding of the community they live in.
- The childminder knows the children well and understands what she needs to do to help them move to the next stage in their learning. For example, she talks to the children about size, colour and shape. She helps them to count with confidence, and to match and sort as they play with large building blocks and puzzles. She identifies any gaps in children's learning and plans focused activities to ensure their good progress.
- The childminder reflects on her practice to identify areas to improve children's learning. She holds discussions with her co-childminders to share ideas for improvement. However, the childminder's continued professional development is not focused closely enough on what will help to further improve the good teaching to an even higher level.
- The childminder encourages children to make healthy eating choices at snack time and helps them to learn self-care routines. For example, she reminds children to wash their hands after going to the toilet.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge up to date by accessing safeguarding training. She knows how to act quickly in the event of a child protection issue. The childminder and her co-childminders are fully aware of the possible signs of abuse, and they know what to do should they be concerned about a child's welfare. The childminder ensures that hazards are minimised and conducts risk assessments at home and for outings. This helps her to promote children's safety at all times, while they are in her care.

## What does the setting need to do to improve?

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

- extend opportunities for children who speak English as an additional language to hear and use their home language
- establish a targeted plan for staff professional development, to increase their knowledge and skills further, so as to raise the quality of children's care and learning to an even higher level.

## Setting details

<b>Unique reference number</b>	137611
<b>Local authority</b>	Brent
<b>Inspection number</b>	10106184
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	6 May 2015

## Information about this early years setting

This childminder registered in 1992 and she lives in the London Borough of Brent. She operates each weekday from 8am to 6pm, throughout most of the year, with the exception of family holidays. She provides funded early education for three- and four-year-old children. The childminder works with two other co-childminders.

## Information about this inspection

### Inspector

Rizwana Nagoor

### Inspection activities

- The childminder showed the inspector around the areas of her home that are used for childcare. She talked about the different activities she provides to support children's learning and development.
- The inspector spoke to the childminder, the co-childminders and the children at appropriate times during the inspection. She also took account of the views of parents from discussions and written feedback provided.
- The inspector reviewed a selection of documents, including evidence of suitability checks carried out on adults at the address.
- The inspector observed the childminder interacting with children. She evaluated the impact of the childminder's teaching on children's learning, and discussed her observations with the childminder.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019