

# Childminder report

---

Inspection date: 9 January 2020

<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 provides a warm, welcoming and homely environment where children feel safe and happy. They form close relationships with the childminder and each other. Children are confident and play independently together, sharing toys and resources. The childminder has high expectations for behaviour, and children respond well. For example, when asked to tidy up for snack time, children followed instructions and put resources away where they belonged. The childminder works in partnership with parents to meet the children's needs and offers advice and support about their developmental stages, such as toilet training. She recognises the importance of children becoming more independent with their self-help skills before starting nursery or school. Parents' feedback about the service the childminder provides is very positive. They share information about the children through daily discussions. Parents say their children respond well to the childminder and that they are making good progress in her care. The childminder is vigilant. She completes daily risk assessments to ensure that the environment, resources and equipment are safe and suitable for children to use. For instance, the childminder ensures that young children access age-appropriate toys that stimulate their learning.

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

- The childminder is a positive role model. She interacts skilfully with children to support their good communication and language skills. For example, the childminder talks to them throughout the day. She uses good language skills to teach children how to pronounce letter sounds and repeats simple sentences to help them follow instructions.
- Children learn about healthy lifestyles. For example, they understand about the importance of washing their hands at appropriate times. Children take part in outdoor play regularly to make sure they get plenty of fresh air and exercise. They visit local parks where they can use the challenging play equipment to develop their balance and coordination skills.
- The childminder has an effective settling-in procedure. She works closely with parents to identify children's initial starting points and capabilities. The childminder encourages parents to bring their children for settling-in visits before they start. This supports children's sense of belonging.
- Children confidently develop the skills they need for their future learning. They listen attentively and respond to familiar stories, rhymes and songs. They have an age-appropriate understanding of mathematics. For instance, children confidently fit shapes into shape sorters and recite numbers during their everyday play.
- The childminder uses her ongoing observations to understand the children's achievements, interests and learning styles. She incorporates their next steps in

learning into her planning. This has a positive impact on developing the children's knowledge and skills in all areas of learning. Children learn about their local community, which helps them develop their understanding of the world.

- While children behave well and are usually eager to learn, at times older children lack concentration and engagement in some adult-led activities which do not meet their learning needs.
- The childminder ensures that statutory training is completed. She reflects on her practice and meets with other childminders to share good ideas to improve children's learning. However, the childminder is insufficiently precise in identifying professional development that will help to improve her good teaching to the highest level.
- The childminder understands the importance of promoting healthy eating. She provides information to parents about a healthy, balanced diet and active movement. She engages with children in conversation about healthy food choices at mealtimes, which supports their understanding and awareness of healthy eating.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has an in-depth understanding of safeguarding, including child protection. She can identify when a child may be at risk and has a detailed safeguarding policy with relevant contact numbers which she can access when it is necessary. The childminder has relevant safety equipment, such as a fire blanket. She carries out regular fire drills to ensure children are aware of procedures in the event of an emergency. The childminder completes effective risk assessments and supervises the children well. This helps to keep them safe.

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

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

- sharpen planning so that all children's interests and needs are met and they are fully engaged in their learning
- extend the use of training opportunities to strengthen the childminder's knowledge and teaching skills even further.

## Setting details

<b>Unique reference number</b>	159860
<b>Local authority</b>	Brent
<b>Inspection number</b>	10061733
<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>	2 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	4 January 2016

## Information about this early years setting

The childminder registered in 2001 and lives in Neasden, in the London Borough of Brent. She operates each weekday for most of the year, from 8am to 6pm. The childminder receives funding to provide free early years education for children aged two, three and four years. She holds a relevant childcare qualification at level 3.

## Information about this inspection

### Inspector

Rizwana Nagoor

### Inspection activities

- The inspector sampled written feedback from parents, and spoke to parents present at the time of the inspection.
- The inspector held a discussion with the childminder to understand how the early years provision and curriculum are organised.
- The inspector viewed the play spaces and observed interactions between the childminder and children.
- The inspector talked to children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documentation, including policies and procedures, and training certificates.

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 2020