

Childminder report

Inspection date: 12 March 2020

Overall effectiveness	Outstanding
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The quality of education	Outstanding
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Behaviour and attitudes	Outstanding
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Personal development	Outstanding
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Leadership and management	Outstanding
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy and settled with the childminder and her team of two assistants. The team is exceptionally caring, calm and welcoming. Children display high levels of confidence, in an inspirational learning environment. The childminder demonstrates a thorough understanding of how children learn and develop in the early years. Her high-quality teaching skills enable them to feel safe, secure and motivated to learn. Children have an excellent range of toys and resources inside and outdoors so their learning is significantly enhanced. They are exceptionally friendly and well behaved, and build very secure relationships with adults and other children. Activities are expertly planned in direct response to children's interests and needs. For example, children thoroughly enjoy exploring a range of materials, in which they become completely immersed. Children use their imagination and creative skills to make pictures with dried flowers, shiny paper and ribbon. In addition, children develop their early literacy writing skills extremely well as they eagerly attempt to write their names on their completed work. The childminder and her assistants skilfully develop children's listening, communication and language skills throughout their day. This includes the use of sign language. For instance, they listen to children, attentively engaging them in discussion, and introduce new vocabulary as they play. Children learn different words, rapidly build sentences and express themselves clearly. For example, as young children use a variety of rollers, they are given new words to accurately describe textures, like 'ripples', 'smooth' and 'bumpy'. Subsequently, children are confident to share their ideas with others, including visitors, and ask an array of questions.

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

- Teaching is outstanding. The childminder consistently uses planned and spontaneous opportunities to encourage children to explore and investigate in all areas of the curriculum. For example, children fascinated by dolls, dinosaurs and vehicles are welcomed with these resources already set up, ensuring their transitions from home to the setting are effortless and exceptionally smooth. The childminder encourages children to develop their lively imaginations as they pretend to move around and make sounds like dinosaurs. Children actively use mathematical language and numbers in their play. For instance, children count and order the days in a week and work out the number of shapes they can cut out from a flat piece of dough. Children gain excellent skills in preparation for future learning, and starting nursery and school.
- Young children are highly focused and totally engaged in their chosen and planned activities. For example, younger children enjoy pretending to cook with shredded paper. They are delighted with their efforts when handling a variety of tools such as spoons, tongs and ladles. They transfer the shredded paper into containers, bowls and baskets, explaining they are 'making food' for their friends

and visitors. Children demonstrate exceptionally good behaviour, especially during well-established routines such as story sessions, tidying up and mealtimes. The childminder uses praise thoughtfully, and supports children to understand and develop their skills in sharing and taking turns. Any disagreements between children are expertly managed and quickly diffused by the experienced childminder. Children help themselves to the well-prepared and nutritious food, and talk with one another at the table.

- The childminder uses highly effective methods to assess children's progress across all areas of learning. She precisely identifies and targets areas of learning such as communication, language and physical development, to make sure children succeed in these areas. As a result, children, including those who speak English as an additional language, exceed typical development levels in these and in other areas. During routine story and singing sessions, children have excellent hands-on experiences with the use of story and nursery-rhyme props. Children include their own ideas and eagerly collect play food from the role-play area so the bear can have a picnic on the moon. Children delight in taking part and predicting what will happen next in the story. Older children look through books independently and make meaningful comments. They gain an excellent awareness of the characters in books and reflect on their own experiences. This superbly develops their growing love of reading and writing.
- The childminder is extremely dedicated to her profession and to raising overall outcomes for all children. Children make excellent progress from their starting points. The childminder uses highly effective systems for monitoring and evaluating all her practice, involving the views of both her assistants, the children and parents. She is proactive, and is committed to enhancing her own and her assistants' ongoing skills and knowledge. She ensures her team receives excellent individual support and supervision. The childminder regularly accesses local facilities. For example, she takes children on the bus and train, on visits to the parks and to the library. In addition, she leads weekly play and music sessions for other childminders within the community. This ensures a wide range of experiences and social interactions that promote children's understanding of people and communities.

Safeguarding

The arrangements for safeguarding are effective.

Children are kept safe by the childminder and her two assistants, who have excellent knowledge about what to do if they have concerns about their safety or welfare. The childminder ensures all adults are deployed exceptionally well, and they supervise children at all times to maintain their safety and well-being. She carefully considers the planning of activities to ensure the safety of all children. Children are encouraged to understand things that may cause them harm, for example crossing the road, running inside or making sure they push their chair under the table at the end of play.

Setting details

Unique reference number	155029
Local authority	Westminster
Inspection number	10138257
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 6
Total number of places	9
Number of children on roll	9
Date of previous inspection	18 February 2016

Information about this early years setting

The childminder registered in 2001. She lives in Queen's Park, in the London borough of Brent. The childminder operates her service from 8am until 6pm, Monday to Thursday, throughout the year. She works with two assistants.

Information about this inspection

Inspector

Rubina Nijabat

Inspection activities

- The inspector observed children playing and carrying out routine tasks.
- The childminder and inspector reflected on children's activities and discussed what learning and development took place.
- The inspector sampled documents including safeguarding policies, children's medication records and the childminder's training certificates.
- The inspector carried out a learning walk with the childminder and discussed how she plans the curriculum and how she plans for children's progress.
- The inspector spoke with the childminder's two assistants and the children at appropriate times during the inspection. She spoke to parents and took account of their views.

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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