

# Childminder report

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Inspection date:

7 April 2022

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<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

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

### The provision is outstanding

The inspirational childminder provides an exceedingly warm, welcoming and homely environment where children settle quickly and feel secure. Teaching is of an exceptionally high quality and the childminder has high expectations for all children. She plans an extremely broad curriculum that keeps children deeply engaged and enthusiastic in their play and learning. Her resources are designed to accurately reflect what children know, what they can do and their interests. Children establish excellent relationships with the childminder. It is immediately evident that children are confident and independent learners who display high levels of emotional well-being.

Children introduce themselves to visitors and excitedly talk about the doll's birthday they are celebrating at the setting. Children are captivated by the inspirational learning experiences available for them to choose from. They show determination and keep trying until they succeed in transporting objects with different tools, such as the various-sized scoops. The childminder's support for children's speech and language development is impeccable. She provides a language-rich environment and seizes every opportunity to introduce new vocabulary into children's play. As a result, children use words such as 'strong', 'fierce' and 'windy' as they describe the wind and the leaves blowing in the air outside.

Children's behaviour is exemplary. The childminder is an excellent role model. Children thrive on the descriptive praise they receive that helps them to understand what they are doing well. Children are kind and extremely polite. They become absorbed in imaginative play and in what they are doing. For example, children thoroughly enjoy using the modelling dough to make and decorate a cake. They pretend to light the candles, informing the childminder they are hot.

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

- The childminder follows children's interests to engage them in fascinating activities and creative play which they thoroughly enjoy. For example, she encourages children to experiment with paints, using their hands to create superb designs of their choice. She uses an exciting approach which incorporates music, singing and dance to develop the skills needed for writing. Children are extremely happy and self-assured and they continually interact with the childminder. This is evident from the constant smiles on their faces.
- The childminder uses highly effective assessment and monitoring procedures to plan children's next steps to enable them to reach their full potential. She introduces children to mathematical concepts to support their learning. She uses directional language as they play, such as 'behind', 'underneath' and 'on top', and waits to see if children have understood. All children make excellent

progress, including those who speak English as an additional language.

- Partnership with parents is exceptional. The childminder gets to know children very well from the start and learns about their experiences at home. Parents are consulted daily and partnership and home learning are incredibly strong. There is excellent communication through daily feedback and diaries. Parents' comments reflect their high opinions and appreciation for the childminder.
- The childminder has established strong links with other childminders in the local area. She uses her wealth of experience and knowledge to share high-quality practice and raise standards for children. In addition, she manages a weekly childminder group. This provides children with the opportunity to make new friends and meet new people from the wider community, to fully support their social skills and prepare them for school.
- The childminder successfully promotes children's literacy skills. Children listen attentively to familiar stories and predict what might happen next. The childminder uses excellent reading techniques. She adapts her voice and highlights the repetitive phrases so that children identify and know these quickly. Children participate with eagerness, demonstrating their love of books and their exceptionally good language and communication skills.
- Children's health and well-being are supported tremendously well by the childminder. Children enjoy healthy nutritious snacks and meals. They are extremely excited and keen to tell visitors about the healthy snacks they enjoy. Children develop excellent levels of independence and follow stringent hygiene procedures and self-care from an early age. Children actively discuss the need to wash away the germs. They use words such as 'wash', 'soap' and 'dry' to describe what they are doing.
- The childminder is highly motivated to continue her own professional development. She constantly reflects on her practice and carries out extensive training to update and develop her already excellent teaching skills. This has significantly enhanced how she reflects on the different ways children learn and how she delivers intended learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is highly experienced and fully understands the signs that may indicate a child is at risk, including from being exposed to extremist views or behaviours. The childminder is confident in her ability to identify and report concerns to other agencies if required. She ensures that safeguarding and children's welfare are paramount. She teaches children how to keep themselves safe indoors and when they are out and about in the community. The childminder meticulously carries out regular checks to the premises and equipment, making sure children are cared for in an extremely safe and secure environment.

## Setting details

<b>Unique reference number</b>	137576
<b>Local authority</b>	Brent
<b>Inspection number</b>	10137784
<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 at time of inspection</b>	2 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	8 March 2016

## Information about this early years setting

The childminder registered in 1992. She lives in the London Borough of Brent. The childminder operates from 7am to 6pm, Monday to Thursday, throughout the year except for family holidays and bank holidays. The childminder holds a relevant early years qualification at level 3.

## Information about this inspection

### Inspector

Laxmi Patel

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- A learning walk was completed with the childminder to discuss the curriculum intent and how the provision is organised. The inspector spoke to children and the childminder at appropriate times during the inspection.
- An evaluation of a sensory-based activity indoors was discussed by the inspector and the childminder.
- The inspector sampled written feedback from parents and took account of their views.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.

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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