

# Childminder report

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Inspection date:

22 November 2023

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### **The provision requires improvement**

The childminder builds warm relationships with the children. They respond well to her warm and nurturing interactions with them. Children are happy and well settled in her care. They approach the childminder to sit on her lap when they need comfort or reassurance.

However, the childminder does not have high enough expectations of what the children can achieve. This impacts on the progress that children make. For example, the childminder does not encourage children to begin to learn to wash their own hands. She explains that they are not ready for this, rather than considering how to support children to develop this skill.

The childminder does not always consider children's ages and stages of development when planning learning opportunities. For example, she requires children to sit and focus for too long at a play dough activity. They are unable to engage in the activity for this length of time and become distracted.

The childminder has clear expectations of children's behaviour and reminds them of these regularly. For example, she reminds the children to use 'kind hands' and not to throw things. The childminder offers descriptive praise to children when they do the right thing. For example, she says, 'Good boy, thank you for putting the toys away.' This helps children to make progress in displaying positive behaviours.

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

- The childminder uses a range of strategies to support children in their communication and language. She responds to children well as they communicate, modelling the correct speech back to them and narrating as they play. The childminder engages the children well in story time to support them to develop their language and love of books.
- The childminder has music, such as the radio or children's songs, playing in the background throughout the day. She has not considered the impact that this background noise has on children developing their communication and language. As a result, some children do not always fully benefit from the language that the childminder models to them.
- The childminder provides some opportunities for children to build on their physical development, such as when they walk to local playgroups or take part in a weekly music and movement group. Children develop their fine motor skills as they use their fork and spoon to eat or practise doing up zips. However, the childminder does not plan enough opportunities for children to develop gross motor skills such as jumping, balancing and climbing, when they are inside at the childminder's home.

- The childminder does not support children to develop their understanding of personal hygiene well enough. She does not teach children how to wash their hands themselves. In addition, the childminder does not always ensure that children have washed their hands with soap and water before eating.
- The childminder knows the children in her care well. She understands their likes and dislikes, what they are able to do and what they find more challenging. However, she is not always able to explain what the children should achieve next in their individual learning journeys and how she will support them to achieve this. For example, the childminder explains that she would like the children to participate more in arts and crafts. However, she does not identify the specific skills that children should learn through these activities and how to help them achieve this. This impacts on the progress that children make.
- The childminder identifies children who could benefit from extra support. However, she does not put additional interventions and targeted support in place soon enough to support children to close gaps in their learning. The childminder understands where to reach out to if she feels any child would benefit from a referral to external agencies for additional support.
- The childminder builds effective parent partnerships. She communicates regularly with parents about what the children have been doing during their day with her. The childminder seeks the views of parents regularly. Parents feed back that they value the nurture and care that the childminder provides.
- The childminder is able to identify areas for improvement in her practice. However, she has not yet participated in effective professional development opportunities to support her in strengthening these areas of practice. This impacts on outcomes for the children in her care.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding training. She understands the processes to follow if she has a concern about the well-being of a child, or if an allegation is made against herself or a household member. The childminder ensures that she identifies and removes or minimises hazards in the premises through ongoing risk assessments. She supervises children well so that they are in sight or hearing at all times.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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identify and take part in relevant professional development opportunities to improve practice	31/12/2023
improve understanding of what each child needs to know next in their learning journey and plan specific learning opportunities to help children meet these next steps.	31/12/2023

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

- develop children's understanding of hygiene practice so that they consistently wash their hands before eating and begin to understand how to do this themselves
- consider the impact of background noise on children's communication and language development.

## Setting details

<b>Unique reference number</b>	137481
<b>Local authority</b>	Brent
<b>Inspection number</b>	10305008
<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>	1 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	8 February 2018

## Information about this early years setting

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

## Information about this inspection

### Inspector

Jenny Gordon

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the provision.
- The childminder and the inspector completed a learning walk together and discussed the curriculum.
- Children spoke to the inspector about what they enjoy doing in the setting.
- The inspector observed the interactions between the childminder and children.
- The inspector looked at written feedback from parents and took their views into account.
- The inspector held discussions with the childminder about practices and procedures.

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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