

Childminder report

Inspection date: 11 March 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder provides a range of toys and resources, in a warm, caring and safe environment. Children excitedly explore their interests with extreme confidence and independence, as they self-select their favourite toys. They are highly motivated, and eager to engage in their chosen activities. For example, children thoroughly enjoy playing with the farmhouse and animals. They invite the childminder into their play, demonstrating excellent manners as they say 'please' and 'thank you'. The childminder has developed exceptionally strong attachments with the children, and is highly sensitive to their needs. This has a positive impact on the children's sense of security and emotional well-being. The childminder has high expectations, and a consistent approach to managing behaviour. She offers praise and encouragement during activities and when children follow instructions. Children are friendly and sociable, and their behaviour is impressive. The childminder provides opportunities for children to safely explore the wider community. For instance, they go out for walks, play sessions and trips to the park. She also takes children to regular toddler sessions, and meets with other childminders to further enhance children's socialisation and friendships. The childminder works in partnerships with parents effectively, and regularly shares information with them about their children's development and activities. Parents feel involved in their children's learning, and comment very positively about the childminder.

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

- The childminder demonstrates a good understanding of how to support and extend children's progress across all areas of learning, achieving a broad and balanced curriculum. Effective systems for monitoring help to ensure children make consistently good progress. The childminder engages well with children, exploring ideas through imaginative play and helping them to achieve their goals. However, at times, in her enthusiasm, the childminder does not always encourage children to solve problems themselves to further build on their own ideas.
- The childminder supports children's language development well. For example, she sings familiar songs and rhymes. She talks with the children to develop their vocabulary and help them learn to pronounce words correctly. This supports the development of children's communication and language skills. However, the childminder does not consistently give children time to think and respond to questions, which would strengthen and enhance their learning even further.
- The childminder supports children's mathematical development well. She encourages them to count, group items together and use positional language during play at every opportunity. For example, children enjoy counting and sorting the sea animals, and placing them into the correctly coloured boats.
- Children listen intently to stories. The childminder reads with enthusiasm,

altering her tone and pitch to bring the story alive. Children are supported to talk about what they see on the pages of the book. For instance, they quickly identify characters in the book, and recap the story. Children develop a positive attitude towards learning.

- The childminder's care practices are exceptional. She understands the importance of promoting healthy eating. She provides information to parents about a healthy, balanced diet and active movement. For example, she engages in conversation about healthy food choices at mealtimes, which supports children's understanding and awareness of healthy eating.
- Children benefit from an exceptional range of outings in the wider community. The childminder regularly takes the children to playgroups, music sessions, parks and places of interest. Children have excellent opportunities to build wider friendships and develop their social skills. These opportunities also increase children's awareness of the wider world, and their understanding of their community.
- The childminder develops productive relationships with other professionals. For example, she works effectively in partnerships with other settings children attend. She regularly shares information with them to enhance children's experiences and maintain continuity in their learning.
- The childminder reflects on her practice, and evaluates the effectiveness of her provision. She makes plans to improve her setting for the benefit of the children in her care. She meets with other childminders to share good practice, and keeps her training up to date to develop her knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the signs that may indicate a child is at risk of harm. She understands how to identify and report concerns. The childminder ensures that her knowledge is kept up to date, and attends training opportunities that help her to understand and explore the wider issues of child protection. She vigilantly monitors children's safety, and demonstrates good standards of hygiene when carrying out care routines. The childminder completes effective risk assessments, and supervises children well. Children demonstrate that they feel extremely safe and secure in the childminder's home.

What does the setting need to do to improve?

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

- allow children to express their own ideas, to build on their problem-solving skills even further
- provide more time for children to think and respond to questions with their own thoughts, to enhance their learning.

Setting details

Unique reference number	147184
Local authority	Barnet
Inspection number	10128390
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	2 to 2
Total number of places	3
Number of children on roll	1
Date of previous inspection	1 June 2015

Information about this early years setting

The childminder registered in December 1992. She lives in Finchley, in the London borough of Barnet. She operates from Monday to Wednesday, from 8am to 6pm, term time only. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Laxmi Patel

Inspection activities

- The inspector carried out a learning walk with the childminder, and discussed the resources the childminder provides to support children's learning.
- The inspector observed the quality of teaching indoors, and assessed the impact on children's learning. The inspector and the childminder jointly evaluated the effectiveness of an activity.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children and to the childminder at appropriate times during the inspection.
- The inspector took account of the views of parents expressed in written responses.

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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