

Childminder report

Inspection date: 1 February 2023

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

The provision is good

Children feel safe and secure in this nurturing environment. They develop close bonds with the childminder, who shows them care and affection. Children behave extremely well. They are clear about routines and boundaries for behaviour. Children develop strong friendships. They are kind to their peers as they share resources and help each other to put their coats on.

Children are keen to learn and benefit from accessing a variety of activities, which supports their development across all areas of learning. Children thoroughly enjoy expressing themselves through music. Older children use instruments to play along to nursery rhymes. Babies wave their arms in excitement as the childminder uses a star puppet and sings 'Twinkle, twinkle little star'. They are familiar with the song and bring their hands together to copy the actions. Children develop an understanding of early mathematical concepts. They learn about size as they find 'big' and 'small' pom-poms and count how many they have.

Children enjoy learning outdoors and access the childminder's garden throughout the day. The childminder also takes the children out on a wide range of trips in the local community such as nature reserves, garden centres and museums. These experiences help children to make sense of the wider world around them and extend their social skills.

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

- The childminder knows the children well. She notices what the children are interested in and provides them with a range of experiences to support their learning and development. For example, children enjoy filling containers with pom-poms, using tweezers to develop strength in their hands. However, the childminder does not always use effective assessment processes to plan next steps for the children or inform teaching to develop children's progress even further.
- The childminder supports children's communication and language using songs and books. She takes every opportunity to introduce new language. For example, children learn descriptive words such as 'scratchy' and 'fuzzy', as they feel different fabrics in a book. This helps children to build their vocabulary and develop their speaking skills.
- Parents speak positively about the childminder. They feel assured that their children are happy and well cared for in the childminder's clean and safe home. They comment positively on the range of trips she provides out to the park and toddler groups. The childminder encourages parents to continue children's learning at home by sharing ideas and interests the children have in the setting.
- Children develop good levels of independence. Toddlers confidently feed

themselves and put on their own coats and shoes to play outside. They show determination and perseverance as they learn to put their own tights on. The childminder effectively supports children with toilet training.

- The childminder has a range of resources that help children to develop an understanding of digital technology during their play. Babies learn to push buttons and operate toy laptops. Older children use electronic tablets to make marks. This helps them to learn the skills required to use technology in their later lives.
- The childminder works closely with parents. She keeps parents up to date with their children's progress through daily feedback and written diaries. However, the childminder has not yet established effective systems to share information about children's learning and development as they move on to other settings.
- The childminder supports children to take age-appropriate risks. For example, babies learn to navigate down a step to get into the garden. Toddlers learn to manoeuvre pushchairs up and down a path. The childminder gently supports children when needed, but allows them to complete these tasks independently.
- The childminder thoroughly enjoys her role. She keeps her mandatory training up to date and attends conferences to develop her skills and knowledge. She has a good support network around her. She regularly meets with other childminders and attends network meetings to share best practice and ideas. The childminder reflects on her practice to improve outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to safeguard children. She keeps her knowledge up to date with regular training. The childminder can identify the signs and symptoms of potential abuse and or neglect, including wider safeguarding issues, such as female genital mutilation. She has robust reporting procedures in place, should she need to report a concern. The childminder carries out daily risk assessments to ensure that the environment and resources are safe. She closely monitors children as they play. For example, she ensures that children are careful when using the step as they go in and out of the garden.

What does the setting need to do to improve?

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

- develop planning and assessment processes to help identify the specific next steps in children's learning to support them to make even more progress
- build on effective working partnerships with settings that children move on to, to ensure that information can be shared about children's ongoing learning and development needs.

Setting details

Unique reference number	147274
Local authority	Barnet
Inspection number	10263664
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	9 May 2017

Information about this early years setting

The childminder registered in 1992 and lives in Hendon, in the London Borough of Barnet. She operates Monday to Thursday, from 7.30am to 5.30pm, all year round, apart from family holidays. The childminder holds an appropriate qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emily Woodhead

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 setting.
- The childminder joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors. She discussed children's progress with the childminder.
- The childminder and inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of the childminder's suitability, her training record and safeguarding documents.
- The inspector took account of written feedback provided by parents.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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