

Childminder report

Inspection date: 25 June 2024

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 benefit from the childminder's kind and caring approach. They are happy and confident in this inclusive, home-from-home setting. The childminder carefully considers how to support children to develop their self-esteem and confidence. She is respectful of them, asking 'do you need any help?'. This is reflected by the children, who regularly say 'please' and 'thank you' to the childminder and each other.

The childminder plans a well-sequenced programme of learning. She has high expectations of what the children can achieve. She carefully plans learning opportunities to help children make good progress in all areas of the curriculum. For example, children develop their problem-solving skills, strength, and hand-to-eye coordination as they chip away at ice to release frozen toy animals. They develop an early mathematical understanding by exploring colours, shapes, and size as they organise bottle tops.

The childminder follows children's interests and uses these to deliver the curriculum. Activities are planned around the children's interests, and the learning is often furthered by the children, with them taking the lead. Children enjoy choosing from the activities available, showing high levels of interest and engagement. For example, children work together to fill water tubs and make watermills spin in the garden. They listen to each other and share resources. This demonstrates their positive attitudes towards learning.

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

- The childminder places a high emphasis on continually enhancing children's language and communication development. She constantly talks to the children, modelling key vocabulary and narrating as they play. She asks the children questions that promote thought and conversation, giving time for, and valuing, their responses.
- Children are encouraged to persevere and try things for themselves. For example, the childminder encourages children to persist with the challenge of trying to dig toy animals out of ice. As a result, children are very proud when they start to release an animal. This helps children to develop a great sense of self-esteem and a 'can-do' attitude. Older children support and encourage their younger peers, and clap when they achieve.
- The childminder uses information from parents about children's prior learning and interests, alongside her observations and assessments, to identify what children need to learn next. However, partnerships with other settings that children attend are not fully established. This would allow planning to complement children's learning and help the childminder to extend children's

learning gained from these settings.

- The childminder supports the children to make good progress in their mathematical development. She integrates counting throughout the day. For example, as children categorise bottle tops by colour, they count how many there are. The childminder uses mathematical language as they play, discussing how some lines are 'longer' or 'shorter' than one another. She then supports children to use this language. This introduces children to early mathematical concepts.
- The childminder plans opportunities for children to be outdoors during the day, and takes them into the local community. They learn about the wider world around them and other people whose experiences may be different to their own. Visits to the local area also provide opportunities to develop their social skills in larger groups of children. For example, they play with other children at playgroups, or join with other childminding groups in the park.
- The childminder encourages children to be as independent as possible. Older children take themselves to the toilet. All children feed themselves. The childminder helps children to learn how to keep themselves safe. She helps younger children to notice when they need to change their wet clothes after water play. Older children are supported with learning road safety.
- When the childminder meets younger children's personal care needs, she makes this a positive experience for them. For example, when she changes children's nappies, they sing, which supports their speaking skills and helps them to form close bonds with her.
- Children are supported to develop important social skills, such as sharing and taking turns. The childminder explains clearly to children that it is the other child's turn first and then it will be their turn. Developing important social skills such as these helps children to form friendships.
- Partnerships with parents are strong. A number of families have used the childminder's setting for older siblings. Daily handovers, messages and pictures ensure that parents are kept up to date with their children's learning, care and development goals.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- further develop information-sharing with other settings that children attend, to promote more continuity in children's learning and development.

Setting details

Unique reference number	147275
Local authority	Barnet
Inspection number	10346933
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 3
Total number of places	4
Number of children on roll	2
Date of previous inspection	29 August 2018

Information about this early years setting

The childminder registered in 1994. She lives in the London Borough of Barnet. She offers full-time and part-time care from Monday to Wednesday, 8am to 6pm, throughout most of the year. The childminder has a childcare qualification at level 3.

Information about this inspection

Inspector

Michaela Hipwell

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 her provision.
- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their written views of the childminder's setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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