

Childminder report

Inspection date: 22 September 2022

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

The passionate childminder provides a warm and welcoming environment for children. Children are happy to attend the childminder's setting. They form strong relationships with the childminder, who knows them well. Children welcome visitors and enjoy showing them around their setting. This demonstrates how safe and secure children feel with the childminder. Children choose to remain in the garden area, and independently choose what they would like to play with. Children of different ages play well alongside each other. Younger children watch as older children build with the blocks, later attempting to make their own creations.

Children access a wide range of resources, which support them to become inquisitive learners. They explore the kinetic sand, using their hands and moulds to make different objects. They spend long periods of time concentrating as they make different things. Children's behaviour is exemplary. They understand the rules of the setting. The childminder sensitively reminds them to share when needed. Children are kind to each other and welcome each other into their play. For example, as the older children pretend to go on a trip to the beach, they invite the younger ones to join them and remember their beach clothes.

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

- The childminder knows the children well. She has high expectations for all children, and they make good progress in their learning. The childminder carefully adapts activities the older children choose for themselves. This supports the next steps in their learning. She encourages children to develop their thinking skills by asking carefully worded questions that explore children's interests. However, she does not consistently adapt activities to meet younger children's next steps in their learning, which means that they sometimes lose concentration and leave activities.
- Children's communication and language development is well supported. The childminder continually talks to younger children, praising them as they repeat words back to her. Older children are confident communicators. They enjoy engaging in conversations with the childminder. The childminder skilfully introduces a wider vocabulary with words such as 'deflate'. She takes time to discuss the meaning of words. This helps children to use the words independently and in context.
- Children have a wealth of opportunities to develop their imaginative skills in play. For example, in the garden, children pretend to go on an adventure to the beach. Children confidently express their ideas about how they are going to get there and what they might need for the day. The childminder follows the children's lead as they excitedly ask her to join in the game. This demonstrates their good relationships with the childminder.

- The childminder has a large collection of books for all children to enjoy. She reads to the children daily and ensures the books relate to the learning or play taking place. For example, at snack time, she shares a book about going on holiday. Children sit together and talk about the pictures on the pages. They count the number of turtles they can see. Children revisit their own experiences of going on holiday and their trips on an aeroplane.
- The childminder has a good network of childminders who she works with regularly. Children have opportunities to develop their social skills by mixing with other children. The childminder makes some plans to get ready for children to go to school. However, she has not yet established partnerships with local feeder schools to support children's transitions.
- Partnerships with parents are strong. The childminder keeps parents fully informed of their children's learning. Parents comment that they see positive progress in their children's development. They express high levels of gratitude and report that their children enjoy attending. Parents appreciate the amount of communication they receive.
- The childminder shows good commitment to her professional development. She regularly undertakes training and implements her learning into her practice. The childminder engages in the local childminder network, sharing ideas and supporting each other.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of safeguarding the children in her care. She completes regular training to ensure her knowledge is up to date. The childminder has secure knowledge of the signs and symptoms of abuse and understands her responsibilities to report any concerns she may have. The childminder is aware of wider issues in society such as the 'Prevent duty' guidance and female genital mutilation. The childminder has a robust safeguarding policy in place, which underpins her practice.

What does the setting need to do to improve?

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

- plan activities more thoroughly to maintain younger children's interests and build their concentration skills
- develop further the partnerships with local schools to support school readiness.

Setting details

Unique reference number	147371
Local authority	Barnet
Inspection number	10061384
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 12
Total number of places	6
Number of children on roll	12
Date of previous inspection	22 February 2016

Information about this early years setting

The childminder registered in 2001. She lives in Edgware, Middlesex. The childminder holds a relevant childcare qualification at level 3. She operates seven days a week, excluding bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Smith

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 provider and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with the childminder about the monitoring of learning and development in the setting and tracked the progress of several children.

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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