

Childminder report

Inspection date: 1 May 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 settle quickly into a routine and have choices in their play. The childminder is kind and nurturing, and young children check in with her often for reassurance and a cuddle. The childminder shows patience and speaks softly so that children feel safe and secure. This helps children to build their confidence, feeling ready to begin their learning. Children develop a love of reading and the childminder often reads books that are familiar to children. Children love to share parts of the story that they remember. When the story ends, they happily explore the book independently, turning the pages with care. Young children have a positive attitude to their learning and behave well.

The childminder plans for each child individually so that they have a wide range of learning experiences. When children settle in, the childminder takes the time to get to know them well. She speaks with parents to establish what their children are interested in, and what they can do. This helps the childminder to identify a starting point from which she can plan children's next steps in learning. Children build their physical skills well. For example, in the garden, children use tricycles and kick footballs, which helps to build their gross motor skills. Indoors, the childminder rolls balls to children, and they follow instructions to wait their turn. Children make good progress in their learning.

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

- The childminder is ambitious for every child to make good progress. She regularly plans for children's learning so it is based on what they need to learn next. The childminder sequences her teaching to help children to learn in stages, ensuring that they are ready for the next step in learning.
- Children learn to build on their communication and language well. The childminder speaks clearly to children throughout play. She introduces new words to children, so they build up their vocabulary well. Children sing songs and listen to books, which supports them to become good communicators.
- The childminder helps children to build their fine motor skills in a range of learning experiences. When playing at the sand table, children scoop and pour sand. They happily line up containers filled with sand, and as they continue, they share 'one more' with the childminder. This helps children to build their finger muscles, ready for early writing. The childminder uses the opportunity for children to strengthen their hand-eye coordination.
- The childminder provides a range of learning experiences, which include children learning about the community around them. Children have weekly visits to the library and a community centre. The childminder uses these visits to help children to build their social interactions and learn about what makes them unique and what is different. Children explore the environment around them and

when they see a helicopter flying over them, the childminder talks about what they can see. Children repeat back this knowledge.

- Children learn about mathematics in a fun and engaging way. When playing they count resources. Children compare sizes and quantities and naturally learn what is 'more' and what is 'less'.
- Children learn to make links in their learning. When they learn about colours, the childminder use objects and pictures so that children develop a greater understanding. Children quickly identify that spiders are 'black' and can show the childminder which colour matches the picture.
- Parents speak highly of the childminder, who they state goes 'over and above' for their children. The settling-in process reassures parents that their children are safe and well cared for. Parents say communication is daily and they have discussions about what their children are learning. This helps to extend children's learning at home.
- Children build their independence skills from a young age. They use cutlery with confidence when feeding themselves and are encouraged to try things for themselves. However, when children settle to sleep, the childminder does not replicate how children are settled within the other settings they also attend. As a result, children do not have a consistent routine for some care routines.
- The childminder accesses training to keep herself up to date with childcare practices and to provide children with engaging learning experiences. However, when some children attend other childcare settings in the week, the childminder does not consistently share detailed information about children's learning experiences. This does not further continuity in children's learning.

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:

- strengthen partnerships with other settings that children also attend so they have consistent care routines, such as sleeping arrangements
- where children attend other childcare settings, ensure information is consistently shared about children's learning experiences.

Setting details

Unique reference number	147412
Local authority	Barnet
Inspection number	10335471
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 4
Total number of places	4
Number of children on roll	2
Date of previous inspection	18 June 2018

Information about this early years setting

The childminder registered in 1989 and lives in the London Borough of Barnet. She operates all year round, from 8.15am to 5.15pm, Monday to Friday. She is qualified at level 3 in childcare.

Information about this inspection

Inspector

Jacqueline Halpin

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 childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- The inspector observed interactions indoors and outdoors between the childminder and children.
- The inspector spoke to parents and took their views into account.
- 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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