

Childminder report

Inspection date: 16 March 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 have warm and happy relationships with the childminder. They are keen to learn and concentrate well on activities. The childminder takes care to meet each child's needs well. She finds out about children's current interests and uses this information to provide activities that they enjoy. The childminder values each child and has high expectations of all children. The curriculum is broad and balanced. Children learn about the world around them. They learn about how things grow, such as by planting and growing sunflowers. The childminder reads books about birds to children, and they learn about how they live.

Children develop good mathematical skills. For example, the childminder teaches children the names of different shapes as they cut play dough. Children have good counting skills, for example, some count securely to 10. They gain good physical skills. Children learn to balance on wheeled toys, climb up ladders and move confidently in different ways. They gain good small-muscle control. For example, children hold brushes to paint pictures and use pencils and crayons to draw pictures. Children learn about and respect difference. For instance, the childminder prepares Indian meals for children and teaches them about special religious events. She makes candles with children when they learn about Hanukkah.

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

- The childminder ensures that children are able to freely choose toys and resources. She offers interesting activities linked securely to areas of learning. All children make good progress and learn useful skills in preparation for school.
- The childminder manages children's behaviour effectively. For example, she shares group rules with children. The childminder talks with children to try to resolve things fairly and uses praise to encourage positive behaviour.
- The childminder teaches children about different emotions. For instance, she reads stories and discusses and explains different feelings to children. The childminder uses children's experiences to support their understanding further.
- Children develop good language and literacy skills. They have a great love of books and eagerly listen to stories read by the childminder. Children make spontaneous comments and learn new words. The childminder sings action rhymes and songs with children, which helps them to learn new vocabulary.
- Children learn to share and take turns. For instance, the childminder encourages children to share toys with each other and reads stories about the importance of sharing.
- Children develop good creative skills. They explore a variety of different textures and materials, such as play dough to make models and paint to create pictures. Children enjoy listening and moving to music and learn about rhythm.
- Children are able to do things for themselves. For instance, they bring their

chairs to the table safely at lunchtime. Children learn to put on their coats and shoes.

- Children behave in safe ways. They understand risks, such as avoiding spilling water on the floor and climbing on furniture. The childminder teaches children about road safety, and children act with care and caution when walking outdoors.
- The childminder provides freshly cooked and nutritious meals and snacks for children that meet their special dietary needs. She teaches children about how to keep their teeth and gums healthy.
- The childminder has good links with parents. For instance, she works well with parents to support children's sharing and turn-taking skills. The childminder keeps parents informed about their children's progress in effective ways.
- The childminder is keen to continue to develop her skills and knowledge. She has attended several courses, including a course on supporting children's speech and language development. This has led to some improvements in this area.
- The childminder reviews the strengths and weaknesses of her practice. She sets goals for improvement. For instance, she plans to attend a course on building the curriculum to promote best outcomes for children.
- The childminder interacts with children well. She uses a lot of eye contact and makes timely interventions in their play. However, at times, the childminder does not consistently enhance children's thinking skills, particularly in relation to questioning.
- The childminder provides opportunities for children to sleep safely when they need to. However, she has not fully developed children's healthy lifestyles in relation to enabling children to move more freely as they sleep.

Safeguarding

The arrangements for safeguarding are effective.

The childminder prioritises children's safety. She checks her home, toys and resources to ensure that they are safe for children's use. The childminder maintains high levels of cleanliness to reduce the risk of cross-infection. She understands what to look out for that might indicate that a child is at risk of abuse. The childminder fully understands the procedures she must follow to protect children from harm. She keeps her safeguarding knowledge up to date by attending regular training.

What does the setting need to do to improve?

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

- enhance opportunities to consistently enhance children's thinking skills further, particularly in relation to effective questioning
- consider how to promote children's healthy lifestyles further, for example by

thinking more carefully about how children can move more freely when they sleep.

Setting details

Unique reference number	147433
Local authority	Barnet
Inspection number	10264223
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 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	8 June 2017

Information about this early years setting

The childminder registered in 1995. She lives in Finchley, in the London Borough of Barnet. The childminder provides care for children all year round, from 8am to 6pm, Monday to Friday, except for bank holidays. She accepts funding to provide early years education for children aged two, three and four years.

Information about this inspection

Inspector

Jenny Beckles

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 inspector observed an activity and evaluated this with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The childminder talked to the inspector about how she organises her provision and her curriculum intent while she showed the inspector around the premises.
- The inspector viewed some documentation and held a discussion with the childminder. She read written feedback from the children's 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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