

Childminder report

Inspection date: 22 October 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

The childminder has thoughtfully developed an environment that is welcoming and stimulating for young children. She provides a wealth of quality resources to meet the needs of different ages. For example, babies explore musical instruments on a soft floor mat, while older children select books to read in a cosy reading corner. The childminder has warm relationships with children and is quick to offer comfort and reassurance throughout the day. Children clearly feel safe and secure, enabling them to explore and make choices about their play.

The childminder has a good understanding of how young children learn and prioritises development in the prime areas. This includes building children's confidence, independence and language skills. She knows the children in her care very well and can talk about each child's interests and next steps. For instance, she describes how she is using the youngest children's interest in music to develop their language.

The childminder has high expectations of children's behaviour. She actively teaches children how to take turns and share resources. For example, children say 'my turn' and 'your turn' as they push large coins into a piggy bank toy. Children are quick to follow instructions and complete small tasks for the childminder. This gives them a sense of responsibility and builds their independent skills in readiness for school.

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

- The childminder interacts warmly with children. She offers frequent praise as children play. As such, children develop a positive sense of self and praise themselves when they do things well. For example, after throwing a ball through a hoop, they say, 'I did it' and seek out the childminder for a 'high five'.
- The childminder follows children's interests and engages in their play to enhance learning. For example, children who enjoy throwing balls are encouraged to aim them through a hoop. She introduces mathematics into this play, encouraging children to count the balls and using words related to capacity as they fill up a container. However, the childminder does not always adapt activities so that the youngest children can be included. As such, these children sometimes miss out on the learning on offer.
- The childminder is an excellent model of spoken English. She narrates as children play, modelling language with a consistently warm and engaging voice. For example, as young children enjoy an autumnal play dough activity, she verbally labels natural resources, such as conkers and pine cones. She plans how she will share books with children to engage them and encourage repetition of key vocabulary. For example, she encourages children to pick animals out of a bag to match the pictures in the book. Over time, children become confident

communicators.

- The childminder takes children on daily outings into the local area. For instance, they attend playgroups to build their confidence in different social situations. They also visit local parks, sometimes accompanied by the childminder's dog, for fresh air and exercise. These outings support children to learn about the world around them, for example exploring seasonal changes by collecting conkers and autumn leaves.
- The childminder makes learning journals for each child, recording their development through photos, and she regularly shares these with parents. She provides care diaries for babies to ensure that parents are kept well informed about their daily care routines. Parents speak very highly of the childminder, praising her superb communication and her nurturing relationships with their children. They appreciate her advice and support, and comment on the notable progress their children have made in her care.
- The childminder is committed to providing high-quality, nurturing care to all children. She describes how rewarding she finds the role as children make progress and build relationships with both her and each other. She seeks out training to keep her knowledge and practice up to date. She also networks with other childminders to provide opportunities for children to develop their social skills in preparation for school.

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:

- consider how activities could be adapted to better include the youngest children.

Setting details

Unique reference number	147448
Local authority	Barnet
Inspection number	10359772
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	13 December 2018

Information about this early years setting

The childminder registered in 1995. She lives in Whetstone, in the London Borough of Barnet. She operates Monday to Friday, from 7.30am to 6pm, all year round. She holds a relevant level 3 childcare qualification.

Information about this inspection

Inspector

Nicola Baker

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about the children's learning and development.
- The inspector observed the quality of education being provided and assessed the impact that this was having on the children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the 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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