

Childminder report

Inspection date: 24 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's home. The childminder and her assistants are kind and caring. Consequently, children develop warm and respectful relationships with them. In addition, children's home languages are used to help children settle and feel comfortable in the setting. The childminder has been particularly successful in maintaining good communication with families throughout the COVID-19 pandemic, which has strengthened the experiences for children.

The childminder has high expectations for every child. Children are eager to join in with the range of activities that the childminder provides. For instance, children develop early literacy skills and demonstrate a love of reading. They choose from a range of familiar books and thoroughly enjoy story time. The childminder weaves mathematical development into children's play. She encourages children to join in with number songs, such as 'Five little ducks'. The childminder further extends children's learning as they use props and count pretend fish. This helps to embed their understanding of numbers up to five. Children are eager to join in and use puppets and props with enthusiasm when singing their favourite songs. They listen and follow instructions well, joining in with the words and actions.

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

- The childminder gets to know children well. She works closely with her assistants to review what they want children to learn. The childminder has established a well-sequenced curriculum that helps children build on their knowledge and skills over time. As a result, children receive enjoyable and challenging experiences that prepare them for the next stage in their learning.
- The childminder and her assistants continuously talk to and interact with children. They show an interest in what children say and model vocabulary well to help children learn the concepts of words. For example, the childminder explains the difference of drinking water and that the salt makes the ocean 'salty'. Children become fluent communicators and successfully use new words in their speech.
- In the main, children learn about their own cultures. For instance, children enjoy learning about Shabbat and make traditional foods, such as challah bread. However, the childminder has not fully developed opportunities for children to learn about other people and communities outside of their own experience.
- Parent feedback shows that they are extremely positive about the childminder, her assistants and the service she provides. They praise the support she and her assistants give in helping children to settle. Parents recognise the progress that their children have made since starting, with particular regard to their language skills and confidence.
- Children behave well. The childminder and her assistants are good role models.

Children are kind to their friends. They willingly give away toys that their friends want to play with. Children understand their feelings and spontaneously tell the childminder when they are happy.

- Children enjoy the range of activities on offer to them. They have fun exploring small-world animals in the sand. They consider where different animals might live due to their shape, size and features. Children enjoy spending long periods of time on activities. However, sometimes, routines are not flexible enough to allow children to finish their play before moving on to the next activity.
- The childminder shows high regard for children's good health. She continually encourages children to wash their hands before and after handling food. The childminder provides children with healthy snacks and meals. Children have access to drinking water and know when to ask for more.
- The childminder has prioritised training and professional development. She has undertaken a broad range of training opportunities to improve her teaching and personal effectiveness. The childminder works closely with her assistants to monitor the quality of their work. They demonstrate a strong commitment to continually improving the quality of education for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she and her assistants complete regular child protection training to keep their knowledge up to date. She has a secure understanding of the signs that could indicate a child is at risk of harm. The childminder knows the procedures to follow to report any concerns about children to other agencies in a timely way. Risk assessment is used effectively to ensure that the premises remain safe and secure for children. The childminder and her assistants have maintained a current paediatric first-aid certificate. She has robust procedures in place for managing any accidents that children may have.

What does the setting need to do to improve?

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

- provide more opportunities for children to learn about people and communities outside of their immediate experience
- reflect on the flexibility of the routine to benefit children's play and help them become even more motivated to learn.

Setting details

Unique reference number	2519758
Local authority	Barnet
Inspection number	10208009
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	10
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Hendon, in the London borough of Barnet. The childminder operates Monday to Thursday, from 8am until 4.30pm, and on Friday from 8am until 2pm, all year round apart from bank and family holidays. She works with two assistants. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anahita Aderianwalla

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 setting.
- The childminder and the inspector completed a learning walk to gather information about how the provision and curriculum are organised.
- The childminder and the inspector carried out two joint observations to evaluate the impact of teaching on children's learning.
- The inspector considered written feedback and spoke to parents who gave their views of the setting.
- The inspector observed the quality of teaching indoors and outdoors to assess the impact of this on children's learning.
- Discussions were held with the childminder, assistants and children at appropriate times throughout the inspection.
- The inspector looked at relevant documentation and evidence of suitability.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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