

Childminder report

Inspection date: 31 August 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

The childminder provides an exceptionally nurturing and homely environment for children. Children arrive eager to come in and see their friends. They have strong bonds with adults and they seek cuddles and comfort from them as needed. The childminder and her co-childminders provide warm and attentive care, helping children to feel happy, safe and secure. Children benefit from a large, dedicated area of the childminder's home that has a wide range of resources. They are self-motivated and confidently lead their own play. Children enjoy playing problem-solving board games together. The childminder knows children's interests well and plans activities based on these to extend children's learning further.

The childminder and her co-childminders are positive role models. They have high expectations of children and support them to develop good manners. Children understand clear boundaries and show respect towards each other. For example, older children enjoy supporting their younger peers to find toys for them that they like. The childminder has communicated well with parents throughout the COVID-19 pandemic. She shares information about children's learning and progress using an electronic system. Many parents have used the childminder's services for a number of years and they speak highly of the support they receive.

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

- The childminder prioritises children's emotional well-being. Children develop good levels of self-esteem and confidence. The childminder and her co-childminders encourage children to be independent and develop resilience. For instance, children learn to manage climbing up and down steps from a young age.
- The childminder works effectively with parents to support children's care needs. She shares sensitive support and advice, helping parents to deal with teething, skin care and successful toilet training, for example. She promotes a consistent approach, which contributes well to children's physical well-being. The childminder has also established good partnerships with the local school.
- Children develop a good awareness of healthy lifestyles. They visit playgroups, soft play and parks, and explore the well-designed garden. Older children jump on a trampoline. They run about, negotiating space successfully. Children grow sunflowers in the garden. They know that these need water and sun to grow.
- The childminder provides good opportunities for children to develop their literacy. Children see plenty of pictures, labels and text displayed at their height, both printed and handwritten. Toddlers enjoy sharing stories. The childminder encourages them to lift the flaps and point to illustrations. Children show their confidence to hold pens and make marks from an early stage.
- Children develop their language skills well. They regularly talk about the

different things they can see. The childminder helps children to extend their speech. She repeats words back to them in the correct form. This sensitively allows children to gain confidence in the words they are familiar with. The childminder recognises the impact that the COVID-19 pandemic has on children's language development. She is quick to recognise when children may need additional support with this.

- The childminder has clear aims for her curriculum. Children benefit from her good understanding of child development. The childminder and her co-childminders identify where children need support in their learning and skilfully plan ways to help them. All children make good progress in their learning.
- The childminder uses her observations of children to understand their individual levels of development, interests and learning styles. She incorporates their next steps in learning into her planning. Overall, this has a positive impact on developing children's knowledge and skills across the seven areas of learning. However, at times, the childminder does not identify opportunities to offer even greater challenges for children in order to routinely extend their learning even further.
- The childminder ensures that statutory training is completed. The childminder reflects on her practice to identify areas to improve children's learning and shares ideas with her co-childminders. However, the childminder's continued professional development is not focused closely enough on what will help to further improve her good teaching to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and co-childminders have a thorough understanding of child protection, including wider areas of safeguarding such as the 'Prevent' duty. They know how to keep children safe. They know who to contact and what to do if they have concerns about children's welfare or think a child may be at risk of harm. The childminder ensures that her safeguarding knowledge is up to date by reading and researching new guidance. She has robust risk assessments in place to ensure her home is suitable. Children are taught about health and safety, including online safety. The childminder ensures suitability checks are in place for all household members.

What does the setting need to do to improve?

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

- extend children's learning even further by providing additional challenge to help them to achieve the highest levels of learning
- seek professional development opportunities to raise the quality of teaching to consistently high levels.

Setting details

Unique reference number	2560331
Local authority	Barnet
Inspection number	10232124
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 10
Total number of places	18
Number of children on roll	19
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in the London Borough of Barnet. She works with her parents, who are also registered childminders. The childminder is available to care for children from 8am to 5pm, Monday to Friday, throughout most of the year, except for bank holidays and family holidays.

Information about this inspection

Inspector

Rizwana Nagoor

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector took part in a joint observation of children engaged in an activity. They discussed what the intention was and the quality of teaching and learning that they observed.
- The inspector talked to the co-childminders at appropriate times during the inspection and took account of their views.
- Reviews from parents were collected by the inspector and their views taken into account.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022