

Childminder report

Inspection date:

22 September 2022

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

What is it like to attend this early years setting?

The provision is outstanding

Children thrive exceptionally well in the childminder's comforting and stimulating environment. They show great enthusiasm for their learning from the time when they arrive. The childminder provides motivating teaching opportunities, which engage children for extended periods of time. For instance, children are keen to use the soft animals related to their favourite rhymes of 'Five Little Monkeys' and 'Hop Little Bunny'. Children excitedly select their toys to develop experiences and enrich their learning. Children form extremely secure attachments with the childminder. Babies feel confident to explore independently. For example, they excitedly explore the resources on offer, looking back for reassurance, which is generously supplied. They know that the childminder is close by to offer support and security.

Children respond positively to the consistent praise and reassurance that they receive. They make very rapid progress in their excellent communication skills. For example, children enthusiastically use words and gestures about food, including those that are 'squidgy'. Children's emotional well-being is outstanding, and their behaviour is excellent. Children develop their confidence and social skills and learn to manage their behaviour. There is a strong focus on friendship, respect and kindness. Children are encouraged to engage with and help each other as they play. They smile and learn to interact as the childminder patiently praises their efforts, which promotes their self-esteem. Children benefit from an exceptional range of shared experiences. For example, older children help younger children to mix play dough.

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

- The childminder gets to know children and their families very well from the start. She has implemented a careful settling-in process with parents over a few sessions, where she learns about children's experiences, home routines and interests. The childminder uses this information highly effectively to plan and enhance individual children's learning and care. This helps children to make exceptional progress.
- The childminder has an excellent understanding of how children learn and develop. She uses this knowledge to plan activities that help children to build on their skills. For example, children learn to scoop and pour dried coloured rice. This supports their ability to use their fingers to grasp and manipulate small objects. Children enjoy using their senses to explore and show great delight as they feel textured pine cones. They learn through a highly effective balance of child-initiated and adult-led experiences. Children display impressive levels of concentration and perseverance as they master and consolidate their skills.
- Partnerships with parents are very effective and highly successful. Parents

receive and share daily information with the childminder to ensure that children's learning is enjoyable. Parents are very complimentary about the termly progress report that the childminder gives them to discuss the next steps in their children's learning. Exceptional partnerships with other settings help to ensure that children make consistently good progress across both settings.

- The childminder has high expectations to improve her knowledge base. She attends selected additional training that has a significant impact on building excellent outcomes for children. For example, the childminder's training on children's emotional development helps to ensure that children feel safe, happy and secure. For instance, babies happily cuddle into the childminder as they have their bottle.
- The childminder is a brilliant role model who encourages children to carry out small tasks for themselves. Children eagerly tidy up with a clean-up song. The childminder arranges resources effectively to ensure that children experience independent choices about their play. This encourages them to explore toys, investigate and develop their own interests and ideas. Babies remain calm and continue to play when the childminder is supporting older children.
- The daily routines are well organised and promote children's physical health and well-being to a high standard. For example, children have regular access to water throughout the day, and they enjoy eating a choice of healthy fruits. They have exceptional opportunities to get involved in outdoor physical play and delight in going on excursions to places, such as local playgroups, parks, library and the children's centre. Children follow stringent hygiene procedures and enjoy nutritious meals.
- Children show a sustained love for books. At every opportunity, the childminder sensitively allows younger children time to process new words and sounds. She responds equally to babies' and younger children's early communication. This successfully builds on their rapid growing understanding of vocabulary. For example, when reading the 'Dinosaur Roar' book, children demonstrate roars with each word.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to recognise the signs of abuse and neglect. She understands her responsibility to report concerns about a child's welfare and knows the process for doing this. The childminder and her assistant complete regular training to keep their knowledge up to date. The childminder has an excellent understanding of a range of safeguarding issues, including the risks that children may face from radicalisation or domestic violence. She is aware of the process if there is an allegation made against anyone in her household and ensures their ongoing suitability. The childminder has thorough risk assessments in place to ensure that children are kept safe in her home and on outings.

Setting details

Unique reference number	2563027
Local authority	Barnet
Inspection number	10232160
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	0 to 1
Total number of places	4
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in the London Borough of Barnet. The childminder uses most of her flat for childminding purposes, and children have access to a garden for outdoor play. She works with an assistant. The childminder operates all year round, from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and summer holidays.

Information about this inspection

Inspector

Mrig Divecha-Talker

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 provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's development.
- The inspector held discussions with the childminder at appropriate times about the intentions for children's learning.
- The inspector sampled documentation, including safeguarding information, policies and qualifications.
- The inspector had conversations with parents to gain their views about their children's welfare and progress.

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