

Childminder report

Inspection date: 8 July 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 content and secure. They have close, strong relationships with the childminder, who has high expectations of each child and values them all. Children behave well. The childminder introduces group rules, such as sharing with others, to promote positive behaviour. She is calm and fair in her approach.

The curriculum is broad and balanced. Children have good creative skills. The childminder provides a wide range of interesting creative activities. Children enjoy exploring different textures and create adventures as they play with dinosaurs and pasta shapes. Children learn about the world. The childminder regularly takes them to visit the local woods, where they collect leaves in autumn, and to visit a local lake, where they see and learn about ducks and swans. Children gain skills to do things for themselves in preparation for school. For instance, they learn to feed themselves and to put on their shoes. Children help to tidy away toys when they have finished playing with them. They learn about difference. For example, the childminder reads Hebrew stories to children and celebrates different special festivals and religious events with them. She provides children with toys and resources that reflect different races, religions and disabilities.

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

- The childminder provides children with varied and exciting activities linked to their interests. She ensures that activities are suitably challenging and based on the early years foundation stage areas of learning. Children make good progress.
- Children have good physical skills. They enjoy a wide range of exciting outdoor activities, such as a climbing wall to practise their climbing skills and using a football net to practise their aiming and kicking skills. Children gain good small-muscle control when opening and closing different types of latches on boards.
- Children learn to share and to take turns. For instance, the childminder plays ball games with children where they take turns to roll balls to each other. They visit the local playgroup where they learn to share toys and resources with others.
- The childminder teaches children good mathematical skills. For example, children complete shape puzzles and the childminder teaches them names of different shapes. She counts objects with them as they play and sings a range of number songs and rhymes.
- The childminder works successfully with parents. She prioritises good communication and ensures that they are kept up to date on children's progress. The childminder works with parents to support children's learning and has suggested ways to develop children's sharing skills.
- The childminder follows children's lead to ensure that they are motivated to learn and enjoy activities. For example, when children say they want to see

bubbles, the childminder turns on a bubble machine, much to the children's delight.

- The childminder is committed to the development of her skills and knowledge. She has attended several courses. This includes a course on supporting children's physical development which has led to improvements in this area of her practice.
- Children relate to each other in positive ways. They play well together as they take on different roles in pretend play in the home corner. They are kind and respectful to each other.
- Children gain good communication, language and literacy skills. The childminder provides books linked to children's experiences and interests. She reads stories to them and asks them questions. The childminder sings nursery rhymes and songs, which helps children to learn new words.
- The childminder ensures that children eat nutritious meals and snacks. She provides daily opportunities for children to develop their physical skills. The childminder provides regular opportunities for children to rest during the day. However, sleeping arrangements can sometimes restrict children's movements as they rest.
- The childminder has begun to develop children's awareness of good oral hygiene. For instance, she provides fresh drinking water and no sugary foods. However, this has not been developed to fully support children's awareness in this area.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regards children's safety as paramount. She knows what to look out for that might show that a child is at risk of abuse. The childminder has full awareness of procedures to follow to protect children from harm. She is alert to any signs that a child could be at risk due to extreme ideas or behaviours. The childminder knows how to report her concerns to protect children from harm. She maintains high levels of safety and cleanliness in her home. For instance, the childminder ensures that children have appropriate protection in the sun to keep them safe.

What does the setting need to do to improve?

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

- review sleeping arrangements for children to ensure they meet the individual children's needs
- consider ways to further develop children's awareness of good oral hygiene.

Setting details

Unique reference number	2569397
Local authority	Barnet
Inspection number	10239352
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 1
Total number of places	4
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in New Barnet, Hertfordshire. The childminder operates Monday to Friday from 7am to 5.30pm during term time only. She accepts funding for free 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 setting.
- The childminder talked to the inspector about how she organises her provision and her curriculum while they viewed the premises.
- The inspector observed an activity and evaluated this with the childminder.
- During the inspection, the inspector spoke to the childminder and children at appropriate times.
- The inspector observed the interaction between the childminder and children and discussed their progress.
- The inspector read and considered written comments from parents during the inspection.

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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