

Childminder report

Inspection date: 4 January 2023

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 settled and happy in the childminder's homely and nurturing environment. They are confident and demonstrate good social skills as they play cooperatively with their friends and learn to take turns from a young age. Children have strong bonds with the childminder and her assistant and approach them for cuddles and comfort when needed. All children behave well and form positive relationships with the childminder and her assistant. They display good manners and are kind and respectful. For example, they help to tidy up the toys and take pride in carrying out tasks for themselves.

The childminder follows children's lead and designs a broad curriculum, overall, based on children's current interests and what they need to learn next. She has high expectations of all children and plans activities to motivate and challenge children to learn. For instance, children are eager to draw shapes and enjoy the challenge as they practise their fine motor skills. The childminder and her assistant extend the children's learning further as they encourage them to identify shapes, colours and numbers. Children make good progress from their starting points in learning.

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

- Children make good progress in their developing language and communication skills, including children who speak English as an additional language. For example, children have favourite stories that they eagerly ask the childminder and her assistant to read to them. The childminder reads in an animated voice to keep children engaged. She asks them questions to help to increase their understanding and extend their communication skills further. Children describe what they see in the pictures excitedly and show high levels of engagement and motivation to learn.
- The childminder works hard to develop children's social and personal skills in a safe and nurturing environment. She teaches children throughout the year about a range of cultural and religious events. For instance, they learn about Christmas and Easter. However, the childminder does not fully develop children's knowledge of the wider world. This includes helping children to learn about the positive benefits of living in a diverse society.
- The childminder plans an ambitious curriculum, overall. She closely tracks and monitors children's progress and uses this information to swiftly identify potential gaps in their learning. The childminder shares this information with parents to help them support and extend their children's learning at home. Parents are very complimentary about the childminder and value the care and learning their children receive.
- The childminder teaches children mathematics and literacy throughout the

curriculum. For example, she encourages children to count number rods and introduces concepts, such as 'large, medium' and 'small'. Older children start to recognise letters and the sounds they make, for instance, as they thoroughly enjoy looking at books and completing letter puzzles. The childminder prepares children for school effectively.

- The childminder and her assistant teach children to be independent and gain confidence in their self-care skills. For example, children are encouraged to serve their own healthy meals the childminder prepares for them and slice their own fruit for their snack. They follow good hygiene practices as they learn to wash their hands independently, without prompting, before eating their meals and after using the toilet. Children learn about the importance of good routines and hygiene from an early age.
- Children, overall, develop good physical skills. They are eager to take part in a wide range of activities to help them to develop their hand-to-eye coordination, such as using pens to form shapes and early marks. The childminder provides children with opportunities to develop physically outside, such as visits to local parks. However, the childminder does not consistently consider opportunities for children to develop their gross motor skills and be physically active while inside.
- The childminder regularly reflects on the strengths of her setting and evaluates the quality of her assistant's work. She keeps all mandatory training up to date. The childminder is qualified and experienced in childcare. She is keen to source additional training, for instance, on how to support children with special educational needs and/or disabilities to enhance her knowledge further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure understanding of the procedures to follow should they have any concerns for children's safety and welfare. They keep up to date with safeguarding training and guidance and have a good knowledge of possible signs of abuse. This includes the effects of exposure to extreme views and behaviour. The childminder and her assistant teach children about safety in the home and outings and carry out effective risk assessments to minimise potential hazards.

What does the setting need to do to improve?

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

- plan a wider range of experiences that help children to develop their understanding of the similarities and differences between themselves and others
- consider how to provide further opportunities for children to develop their gross motor skills while they are inside.

Setting details

Unique reference number	2591529
Local authority	Barnet
Inspection number	10251251
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in the London Borough of Barnet. The childminder works with an assistant. She operates her service from Monday to Friday, from 7.30am until 6pm, throughout most of the year. The childminder holds a level 4 childcare qualification.

Information about this inspection

Inspector

Yasmine Hurley

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in her evaluation of the provision.
- The inspector and the childminder completed a learning walk of the setting, where they discussed the early years provision and the aims of the curriculum.
- The inspector and childminder jointly observed the assistant interacting with children and evaluated an activity together.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation, including paediatric first-aid certificates and suitability checks for the childminder's assistant and other household members.
- The inspector took the written views of parents into account.

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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