

Childminder report

Inspection date: 28 March 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 happy and settle quickly in the childminder's welcoming home. They demonstrate strong bonds with the childminder and her assistant. Younger children approach them for cuddles and comfort when needed. Children receive a home-from-home learning experience. For example, the childminder makes mealtimes sociable and exciting events. Children enjoy eating the home-cooked healthy meals that the childminder prepares for them. They learn about the importance of eating healthily and using good manners. Young children behave well and positively respond to the praise and affection the childminder and her assistant give them. They learn to share and take turns and are polite and kind towards others.

Children have access to a wide range of activities and toys, which supports them to learn through play. For example, they use their imagination and pretend to go shopping to buy healthy food items in the role-play kitchen. Children work together as a team and discuss and agree on what ingredients they need to buy. They enjoy scanning the items and are eager to place them in shopping bags. The childminder and her assistant make the most of opportunities to support children's expanding vocabulary. For example, they introduce counting, colours and new words during children's play. This helps children to make good progress and supports their future learning.

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

- The childminder supports children's developing communication and language skills effectively and helps them to make good progress. She asks children to repeat new words and name objects as they play. Children often reach for books independently and enjoy being read to. They are developing good listening and language skills. For example, they excitedly choose musical instruments and sing their favourite nursery rhymes with the childminder and her assistant.
- The childminder has high expectations for all children. She is clear about what she intends children to learn next and monitors their progress to help her to identify any gaps in their learning. Overall, children make good progress from their starting points and are well prepared for the next stage in their development.
- The childminder and her assistant support children to develop their own independence and promote their self-care skills effectively. Children independently select their favourite toys and take a lead in their play. Younger children manage their personal care needs well. For example, they wash and dry their own hands before and after meals and help to tidy away the toys.
- The childminder and her assistant are positive role models. They use praise to highlight children's good behaviour and achievements and support them to develop good manners. Younger children understand the clear rules and

boundaries that the childminder teaches them and show respect towards each other. Children learn about difference and their own cultures through the activities the childminder plans for them. This helps children to have a positive attitude to the world around them.

- Overall, younger children 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. For instance, children use textured material and colourful feathers to stick on a large egg for their theme for Easter. In the main, children have opportunities for fresh air and exercise, such as walks to local parks. However, children do not always have enough opportunities for physical play throughout the day to release their energy and practise their gross motor skills.
- Parents are very complimentary about the childminder and value the learning and care their children receive. They comment positively about how their children have progressed since starting at the childminder's setting. Parents value the verbal daily feedback that they receive. However, the childminder does not provide all parents with opportunities to contribute to their children's learning at home, to promote consistency in children's learning.
- The childminder regularly reflects on the strengths of her setting and evaluates the quality of her assistant's work. She is committed to her own and her assistant's development and actively pursues training opportunities to implement new ideas. Overall, the childminder continuously looks for ways to improve the quality of care and education to offer children good experiences and opportunities.

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 about children's safety and welfare. They keep up to date with safeguarding training and guidance and have a broad knowledge of possible signs of abuse, including the effects of children being exposed to extreme views and behaviour. The childminder knows how to respond to any allegations made about herself or her assistant. The childminder carries out effective induction and recruitment procedures for her assistant. She teaches children about safety in the home and on outings and carries out effective risk assessments to minimise hazards.

What does the setting need to do to improve?

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

- increase physical play throughout the day for younger children to release their energy and to support their physical development
- strengthen the arrangements in place for the sharing of information and ideas

with parents, to help support and continue their children's learning at home.

Setting details

Unique reference number	2624110
Local authority	Barnet
Inspection number	10281086
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	8
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in the London Borough of Barnet. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays or family holidays. The childminder works with an assistant.

Information about this inspection

Inspector

Yasmine Hurley

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 her evaluation of the setting.
- The inspector and the childminder had a learning walk of the setting where they discussed the early years provision and the aims of the curriculum.
- The inspector and the childminder jointly observed the assistant and children, and they evaluated an activity together.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector looked at relevant documentation, including paediatric first-aid certificates and evidence of suitability checks for the childminder, her assistant and other household members.
- The inspector took account of the written views of parents.

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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