

Childminder report

Inspection date: 12 June 2024

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 has created a nurturing and welcoming setting, which enables children to feel secure and settled. Children's personal and emotional development are a priority. They are very happy and have warm relationships with the childminder. From the outset, the childminder develops strong partnership with the parents. This helps her to gather information to plan for the children's needs and interests. The childminder has a clear understanding what she wants children to learn in her care, and she completes progress checks to identify these. She has high aspirations for children's speech, making sure children have plenty of opportunities to build on language and communication skills. The childminder repeats back sentences and skilfully questions children, encouraging speech. Furthermore, she teaches children their favourite rhymes in various home languages, such as Japanese, to further help children make connections to their learning of English.

Children's behaviour is good. The childminder is a very good role model. She is sensitive and calm in her mannerisms. The childminder helps children to learn to share their toys, with her gentle reminders. This helps children to develop their early relationships. Children have a positive attitude to learning.

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

- The childminder plans a curriculum that is well sequenced and based on children's individual capabilities. She places a strong focus on developing children's communication and language, and personal, social and emotional development. The childminder follows the children's lead and joins in with their play to reinforce what they know.
- Children are confident as they choose their favourite toys to explore. Interactions between the childminder and the children are good. For example, she engages well with children as they play with the dolls and the role-play kitchen. Children take part in pretend play, such as taking care of dolls and soft toys in a role-play hospital. This helps to support children's growing imaginations.
- Children are developing good self-care skills. The childminder teaches them how to wash their hands ahead of mealtimes. Furthermore, she provides healthy meals and teaches children to cut their own fruit at snack time using safety knives. This helps develop children's growing independence. However, daily opportunities to learn about the benefits of healthy eating are not always maximised.
- The childminder has high expectations of children. She praises them and they behave well. Children use good manners throughout the inspection, saying please and thank you effortlessly. This helps foster children's positive

relationships.

- Children enjoy gluing and sticking and drawing pictures during adult-led activities. The childminder introduces colours such as brown, black, pink and orange and repeats the names of the colours in Japanese, as well as English, to reinforce children's speaking skills. The childminder encourages children to follow their interests. For instance, she encourages them to make their own dolls' beds from cardboard. However, children are not consistently given opportunities to mark make independently and allow them to follow their own spontaneous creativity.
- The childminder helps children to understand the concepts of mathematics throughout the day. She regularly uses numbers and names shapes in play and encourages children to count. The childminder encourages children to problem solve, asking open-ended questions, such as 'How can we fix it?', when they make models with construction blocks. This supports children to gain a good understanding of early mathematics.
- Children have good opportunities to develop their smaller physical movements. For example, they dress and undress their dolls and use play tools, such as injections from the doctor's medical kit. The childminder plans yoga sessions, outings to the park and nature walks to pick daisies, to build on children's interest in the wider world and give them opportunities to practise physical activities to strengthen their large-muscle groups.
- Partnership with parents is strong. They talk positively about the childminder's nurturing approach and how she goes 'above and beyond' for their children. The childminder shares regular information with parents. Parents say this has had a positive impact on their children's development and their children make excellent progress in her care.
- The childminder monitors her practice and is committed to working towards continuous improvement. The childminder undertakes regular training and researches new activities to do with the children. Furthermore, she has accessed training on communication and language to support children's learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- make the most of opportunities to further develop children's understanding of healthy eating and the benefits of making positive food choices
- provide more opportunities for children to independently explore mark making so

that they strengthen their early writing skills.

Setting details

Unique reference number	2651880
Local authority	Barnet
Inspection number	10350660
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	3 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Finchley Central in the London Borough of Barnet. Her service is open Tuesday to Thursday from 9am to 5.30pm, all year round apart from family and bank holidays.

Information about this inspection

Inspector

Anahita Aderianwalla

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 childminder.
- The childminder and the inspector discussed how the childminder organises her early years setting, including the aims and rationale for the curriculum.
- The inspector observed the quality of education being provided, and assessed the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to parents and considered their written views during the inspection.
- The inspector had a long discussion with the childminder about her policies and procedures to safeguard children in her care.

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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