

Childminder report

Inspection date: 20 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

Children flourish with the childminder and her assistant and show that they are very happy in the welcoming and warm environment. There is a calm atmosphere, which makes the children feel safe and secure. After all the children arrive, everyone sits on the carpet for a meet-and-greet session. The childminder sings the names of each child while saying, 'Good morning, it's good to see you.' All the children are relaxed and chatting together with the adults, eager to start the day.

There are lots of different resources for children to choose from. Children can self-select the toys and resources they wish to play with. All children, including those with special educational needs and/or disabilities (SEND), make good progress in their learning.

Children behave well together as they learn to take turns and share with each other. For example, as the children are making play dough, they help each other to stir the mixture. The childminder and her assistant want the children to be as independent as possible. For example, young children are encouraged to pour their own drinks and to put their shoes on to go outside. Young children know that the childminder and her assistant are there to support them at any time.

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

- The childminder is extremely passionate and dedicated to her role. Parents recognise this and have only praise for her. The childminder communicates well with them through regular discussions. Parents comment that the childminder provides a nurturing environment where their children thrive. They appreciate the range of activities offered by the childminder. The childminder gives them ideas to try at home to enhance children's learning.
- The childminder delivers a broad and varied curriculum. She observes the children's progress, which informs her assessments. She knows the children well and plans activities to stimulate and engage them in motivating learning experiences. For instance, children enjoy making sand 'pies' with the sand and water and playing with other resources to encourage curiosity. However, the childminder does not always use information from her assessments to sharply focus learning opportunities to build on what individual children already know and need to achieve next.
- The childminder evaluates her practice effectively and has taken steps to develop her understanding of how children learn. She attends all of the mandatory training. However, the childminder recognises she needs to undertake wider professional training to help extend children's development even further.
- Children gain a good understanding of healthy lifestyles. The childminder encourages them to follow good hygiene routines, such as regularly washing

their hands. She talks to children about making healthy food choices and provides lots of fruits and vegetables, which children enjoy. Children have good opportunities to be active and enjoy fresh air. They can access the childminder's well-resourced garden and confidently climb on slides or ride on different-sized play equipment.

- Children benefit from many opportunities to support their communication and language skills. For example, during activities, the childminder and her assistant provide a commentary, model good conversational skills and introduce new vocabulary. Young children are vocal and repeat familiar words and phrases in response to the childminder's warm interactions. For example, children join in when singing familiar songs and dance to action rhymes.
- The childminder is encouraging good literacy skills. As children arrive, they choose favourite books to look at, which develops a love of early reading. The childminder's assistant reads a favourite book to the children and encourages them to join in the refrain, participating in the story. Children enjoy drawing pictures. Chalks and colouring pencils are always available for them to use.
- The childminder skilfully weaves mathematical learning into children's play, such as counting cups or cars. She compares sizes, for example, as she describes the lion as 'too big' and the giraffe's 'long neck'. This helps to prepare children for their future learning.
- The childminder organises her provision well and knows how to keep children safe. For example, she carries out regular risk assessments to identify and remove any potential hazards in the learning environment.

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:

- use the information gained from assessments of children's progress more effectively to plan precisely for their individual learning
- undertake wider professional training to improve skills and knowledge to further support children in their learning.

Setting details

Unique reference number	2663796
Local authority	Barnet
Inspection number	10339460
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
Total number of places	12
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Edgware, in the London Borough of Barnet. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She works with an assistant.

Information about this inspection

Inspector

Linda Lockie

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 and the inspector discussed how the curriculum is implemented and the impact that this has on children's development.
- The inspector talked to the childminder and her assistant at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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