

Childminder report

Inspection date: 21 November 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 provides children with a welcoming, home-from-home environment to play and learn in. The childminder works effectively with her assistants. The childminder and her assistants know the children well. The positive involvement from the childminder and the assistants contributes to children feeling safe, happy and being confident to play and explore.

The childminder provides an engaging and varied curriculum for children. They show a positive attitude to their learning and take part in a range of activities and experience on offer. For example, younger children develop their hand-eye coordination and practise mark making as they draw and paint on their themed Christmas wooden cut-out shapes. All children make good progress from their starting points.

The childminder has a consistent approach and helps children to learn what is expected of them. For example, she reminds them to share and take turns. This supports their confidence, self-esteem and emotional resilience well. Children receive consistent praise for their achievements. Children follow the setting's routines and boundaries and behave well.

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

- The childminder's curriculum is built around children's interests. She uses observations and regular assessments to plan activities to support children's next steps. For example, children enjoy learning about transport. The childminder uses children's interest in transport to support engagement through providing a wide range of small-world cars, trains, and larger construction vehicles.
- The curriculum for mathematics is very well thought out by the childminder. She incorporates opportunities for children to develop their mathematical awareness into daily activities. As children play, the childminder builds on children's knowledge of numbers through counting and simple addition. For example, as children enjoy counting baubles on the Christmas tree. The childminder uses words such as 'one more and another one' and encourages children to work out how many baubles they need to make five. Children's mathematical thinking skills are developing well.
- Overall, children's language and communication is supported well. The childminder uses her skills and knowledge to support children's communication and language development. She sensitively repeats back words and phrases that children say, modelling the correct pronunciation. However, at times, the childminder asks children questions without giving them the time they need to think and respond. This does not consistently support children's early communication skills.

- The childminder keeps her skills and knowledge up to date through her own research and training. She regularly seeks feedback from her assistants and parents to evaluate the service she provides. The childminder undertakes regular supervision sessions with her assistants and identifies any training needs to help them to continue to develop their practice.
- Children learn about the importance of healthy lifestyles. They enjoy using the garden throughout the day for fresh air and exercise. The childminder takes the children on regular nature walks, trips to the local park to play on the larger play equipment and the library. The childminder works with parents to send healthy packed lunches for their children.
- Over time, the childminder and the assistants help children to recognise and manage their feelings. They provide positive encouragement for children to be kind to one another and use their words to explain what they want. The childminder and the assistants ensure that they listen to children and give them time to express their feelings.
- Culture and diversity are promoted in the setting. Children learn about similarities, differences, culture and diversity through activities, such as craft activities and stories. They discuss and celebrate different religious festivals to ensure they develop a knowledge and understanding of the people within their families, community and the world.
- Overall, parent partnership is effective. The childminder communicates well with parents through daily face-to-face discussions and shares information online. Parents say that they are very appreciative of the care their children receive. However, the childminder does not yet provide parents with ideas based on their children's current learning needs. This does not fully support children's learning at home.

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:

- improve questioning techniques so that children have time to think and respond to questions to further support their early communication skills
- enhance opportunities to develop children's home learning to further meet their learning needs.

Setting details

Unique reference number	2671484
Local authority	Barnet
Inspection number	10360078
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	2 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Burnt Oak in the London Borough of Barnet. She operates Monday to Friday weekdays between 9am and 6pm all year, except for bank holidays and family holidays. The childminder works with two part-time assistants.

Information about this inspection

Inspector

Anahita Aderianwalla

Inspection activities

- The childminder talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to the assistant at appropriate times during the inspection and took account of their views.
- The inspector observed interactions between the childminder, and her assistant and the children.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke to parents to gather their views.

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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