

Childminder report

Inspection date: 29 October 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 a calm environment in which children feel comfortable and secure. She is aware of children's interests and ensures she has the resources required to meet these. For example, children are encouraged to be creative through their love of role play and transportation by using train tracks to build a variety of imaginative structures. The childminder engages in this play, and her interactions are consistently warm and reassuring. Children are motivated and spend long periods concentrating on activities with the childminder. These strong relationships promote children's well-being and enable them to flourish.

The childminder is clear about what she wants children to learn. She prioritises building children's communication and language skills and learning about the world around them. For example, alongside the current theme of autumn, the childminder obtained pumpkins of different colours and sizes and introduced new vocabulary, such as 'tiny' and 'minute'.

The childminder supports children to develop confidence in different social situations and actively teaches them to be kind and respectful to others. The childminder ensures she explains what is happening to children so they understand routines and boundaries. Children know what is expected of them and are prepared for different situations. They listen and respond positively to the childminder, following instructions quickly and demonstrating high levels of concentration and patience.

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

- The childminder tailors the curriculum to meet the needs and interests of individual children. She knows the children in her care very well and can confidently talk about what makes each child unique. She describes the progress children have made and their next steps of development. As such, children make good progress and are well prepared for their next stage of learning.
- The childminder is a good model of spoken English. She constantly narrates as children play, introducing new vocabulary such as 'borrow' while reading a book about taking books from the library. She understands the importance of repetition for young children and asks some probing questions to help them think. However, at times, she does not give children time to think, respond and share their own ideas and thoughts.
- The childminder develops children's mathematical knowledge in preparation for their learning in school. For example, she talks to younger children about the shape and size of circles when playing with dough. She also encourages older children to recognise simple numbers on the timers when baking cookies and numbers on the buses when on outings.

- Children behave well and learn to share toys. Older children are kind and helpful towards the younger children, and they understand when they have to wait for a short time if the childminder is helping a younger child with their personal care. The childminder helps children to consider the needs of others to support their social and emotional development.
- Children are learning to do things for themselves, which increases their independence. For example, children tidy away their toys, wash their own hands before meals and feed themselves. The childminder encourages them to choose healthy foods and talks with children about foods that are good for them.
- The childminder takes children on regular trips to the library, toddler groups, shops and local nature walks. These extend children's understanding of their community and the natural world and give them access to experiences some of them have not had before.
- Parents are very complimentary about the care that the childminder provides and how kind and caring she is. The childminder shares with parents some of the activities their children do at the setting and how they are developing. However, she does not always give parents ideas of how they can further support their children's learning at home.
- The childminder improves her practice by networking with other childminders and attending regular training. She identifies areas of practice that she would like to develop and focuses on training that will help her in these areas. Partnerships with other settings that some children attend is good. Information is shared frequently, so that everyone works collaboratively to meet the needs of the children.

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:

- give children more time to respond to questions or to share their own thoughts and ideas
- enhance opportunities to develop children's home learning to further support their learning.

Setting details

Unique reference number	2689234
Local authority	Barnet
Inspection number	10363704
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	1 to 5
Total number of places	6
Number of children on roll	4
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 weekdays between 9am and 5pm, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector

Anahita Aderianwalla

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided and conducted a joint observation with the childminder and assessed the impact that this was having on children's learning.
- The childminder showed the inspector letters written by parents, giving their views of the setting.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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