

Childminder report

Inspection date: 15 July 2025

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 creates a warm, welcoming and safe environment, where each child feels valued and secure. He is highly attentive to their individual needs, ensuring every child receives the care and support they require to thrive. Young children develop strong bonds with the childminder and feel confident and emotionally supported. The childminder sets high expectations for children's behaviour, guiding them to play cooperatively, share, take turns and use good manners from an early age. All children behave well and develop positive social skills in a caring and respectful environment.

The childminder has a secure understanding of child development and knows children in his care well. Overall, he provides a broad and well-sequenced curriculum and focuses on children's individual needs and interests. For instance, he has identified that younger children are engaged in their play for long periods as they enjoy playing with colourful sand and water. He makes their play interesting by adding toy frogs and fish in the water trays. The childminder, through playful interactions, extends younger children's learning as he teaches them to count, problem-solve and identify the different coloured frogs and fish. All children make good progress from their starting points in learning.

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

- The childminder interacts skilfully with children. For example, as children play or listen to their favourite stories, the childminder talks to them and asks them questions to help them build their problem-solving skills and vocabulary. He sensitively repeats words back, emphasising the correct pronunciation. Children develop good speaking and listening skills from a young age.
- Overall, the childminder knows the children well and considers their interests and individual needs when planning activities for their learning. He is clear about what he intends children to learn next and monitors their progress to help him identify any gaps in children's learning. However, occasionally, the childminder does not target younger children's learning at the right level. For example, he plans an activity that is too complex for the ages and stages of development of younger children in his care.
- The childminder organises resources so that younger children can become confident and independent from a young age. For instance, younger children choose the toys they want to play with, use tissues to wipe their own nose and learn to feed themselves independently. This helps younger children to guide their own learning and manage their self-help skills effectively.
- The childminder supports children's healthy lifestyles and hygiene skills well. For example, children know that they need to wash and dry their hands carefully before meals. Children enjoy fresh, home-cooked, nutritious meals and snacks

each day, prepared by the childminder.

- The childminder prepares children for life in modern Britain well. For example, he plans activities around festivals, walks within the local community and gives children opportunities to socialise well with other children from different backgrounds when they attend playgroups.
- The childminder provides frequent opportunities for children to spend time in his garden. For example, children experience the natural environment and learn about insects' natural habitats. However, at times, opportunities for children to build on their physical skills, particularly their large muscles, are more limited. For instance, children have fewer opportunities for climbing and balancing.
- The childminder has high expectations for children's good behaviour. He is a positive role model and supports children to develop good manners. All children understand the clear rules and boundaries the childminder teaches them, and they show respect towards each other.
- Parents are well informed about their children's day-to-day activities and progress. The childminder shares information with them and supports parents to extend their children's learning at home.
- The childminder evaluates his practice effectively and regularly reflects on the strengths of his setting with his co-childminder. He keeps all his mandatory training up to date. The childminder has accessed a wider range of additional training to help him provide good-quality, inclusive care and education for all children at his setting.

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:

- refine plans for younger children's learning, so that these more closely align with their stage of development
- extend outdoor learning experiences that help children to develop and use their bodies, particularly their larger muscles.

Setting details

Unique reference number	2735502
Local authority	Barnet
Inspection number	10408172
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 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. He works with a co-childminder, his wife, in the London Borough of Barnet. The childminder provides care from 8am until 6pm, Monday to Friday, except for bank holidays and a family holiday in the month of August. He provides government funded early education for all eligible children. The childminder holds an appropriate level 3 home-based childcare qualification.

Information about this inspection

Inspector
Yasmine Hurley

Inspection activities

- The inspector and the childminder completed 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 children and 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 the childminder's paediatric first-aid certificate.

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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