

Childminder report

Inspection date: 20 February 2020

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Met

What is it like to attend this early years setting?

The provision is outstanding

Children arrive with complete enthusiasm and clearly enjoy every minute of the time they spend with the childminder. The childminder reassures young children as she sits close to them when they are unsure of unfamiliar visitors. Children are developing high levels of confidence and show strong self-assurance due to the close and considered support they receive. The childminder constantly looks to review her practice and ensure her skills remain current and reflect updated guidance. As a result, children benefit from care and teaching of the highest quality. The childminder uses skilful techniques to encourage children to think for themselves. She provides a stimulating and inclusive learning environment for children, who show high levels of independence, curiosity and imagination. Children confidently explore and investigate, and the childminder consistently encourages them to find and fix things for themselves. Each child's unique qualities are understood, respected and planned for. The childminder stimulates children's curiosity using props to bring familiar stories to life. She pays close attention to each child's understanding and adjusts her teaching to meet children's individual learning needs. The childminder expertly uses every opportunity to find out what interests each and every child. She focuses on broadening children's experiences, in particular their outdoor learning and attendance at playgroups for socialising. The childminder is a strong role model for children as she sensitively teaches them expected behaviour. Children behave well and develop excellent social skills.

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

- Parents speak very highly of the childminder. When children are settling in they are introduced to the childminder during a home visit, and this gradual introduction helps to support their emotional security. The childminder gathers comprehensive information from parents about their child's care needs and what they already know and can do. She uses this information to further children's development and provide consistency in the care and learning that she provides.
- Children are inquisitive and highly motivated to learn. The childminder assesses them closely and plans exceptionally well for what they need to learn next. The perceptive childminder is excellent at knowing when to sit back and observe and when to join in with high-quality interactions to challenge children's learning extremely well.
- The quality of teaching is exemplary. The childminder's focus is on teaching by engaging with children at all times and encouraging them to take an active part in making choices about their activities. This is having a highly positive impact on children's emotional well-being.
- Children's early literacy skills are extremely well supported by the childminder. She skilfully uses books to extend their interest in letters and the sounds they represent. Children are animated as she reads to them and they choose the

corresponding animal. They respond and smile with delight as they imitate the roar of the lion and clap their hands with excitement.

- The childminder plans unique activities she knows will capture the children's imagination and help to extend their learning. For example, she closes the curtains and children use torches and light reflectors to shine stars on the ceiling while they sing songs.
- The childminder promotes early mathematics well. She uses mathematical language during play with children to count the ducks in the containers. Together they work out how many ducks are left. She asks questions that children understand and does not interrupt children's focus and engagement in their play, knowing intuitively when to step in and support or change focus.
- The childminder promotes children's communication skills exceptionally well. For example, she makes full use of the number of languages she speaks to foster children's learning opportunities and encourage them to hear and use their home languages in their play and learning.
- Children have a very good understanding of how to keep themselves safe. For example, they know to turn around as they climb down the steps to the garden. They also know why they need to sit down in the correct position to be able to slide safely down the slide.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an in-depth knowledge of her role in keeping children safe. She consistently updates her knowledge to ensure she stays well informed. She has completed extensive relevant training and carries out ongoing risk assessments. The childminder knows how to report any concerns if she suspects a child is at risk of harm. She has good links with other professionals and is knowledgeable about wider safeguarding issues, such as domestic violence. Her safeguarding policies reflect the relevant local authority safeguarding procedures.

Setting details

Unique reference number	EY220973
Local authority	Barnet
Inspection number	10120154
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	28 May 2015

Information about this early years setting

The childminder registered in 2000 and lives in Hendon, in the London Borough of Barnet. The childminder works Monday to Thursday, all year round, except Jewish holidays and bank holidays.

Information about this inspection

Inspector

Catherine Greene

Inspection activities

- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The childminder talked to the inspector about how she plans for children's learning and how she monitors the progress they make.
- A tour of the childminder's home and garden was completed by the inspector to assess the different activities and how well children are kept safe.
- The inspector held a discussion with parents and took account of their written feedback.
- The inspector observed the activities taking place inside and outside, and evaluated how well these support children's learning.
- The inspector looked at children's records, the childminder's planning documentation, suitability records, and policies and procedures.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020