

Childminder report

Inspection date: 30 November 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder creates a safe environment that provides children with opportunities for independent learning while also allowing space for quiet reflection. Children are happy and settled. They show confidence in the setting, moving between learning experiences with ease. Children are enthusiastic and eager to take part in activities. High levels of engagement and concentration are displayed when completing tasks, such as colouring in butterflies. The childminder is attentive to children's individual needs and care routines. This helps her form strong relationships with children and they seek her out to join in with their play. Children laugh excitedly as the childminder responds to their requests to join their games while playing in the garden.

The childminder has high expectations for children. Children respond well to simple instructions, such as to tidy up. The childminder encourages children to be independent. They independently take their coat, hat and gloves off when coming in from the garden. At mealtimes, children confidently use a spoon and fork to feed themselves. Children behave well. They cooperate with clear rules and boundaries in place. The childminder teaches children to take care of their resources and environment. For example, that they need to put pen lids back on once finished otherwise they will dry out.

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

- The childminder knows children very well. She implements a challenging curriculum, which allows children the opportunity to build on their existing knowledge. Children make good progress from their starting points and are prepared well for the next stage in their learning.
- Children's communication and language is promoted well. Interactions between the childminder and children are engaging. Children willingly share their ideas and talk about things that are important to them. The childminder provides narrative to children's play and asks open-ended questions. However, occasionally, the childminder repeats or rephrases questions too quickly before children have time to process and answer.
- The childminder promotes children's social skills. She encourages them to share resources and take turns during games. Children show this when they share colouring resources when drawing. The childminder regularly takes children to meet other minded children, so that they can build confidence in different social settings.
- Children enjoy spending time outside developing their physical skills. In the garden, children practise their climbing skills on the slide. Children also enjoy regular outings to local parks and farms. They show concern for other living creatures, helping a wasp that is caught in the trampoline net to fly away. While

outside, children are inquisitive to what they can hear around them. They get the childminder's attention by asking, 'What is that?' when they hear an aeroplane or train passing nearby.

- The childminder offers lots of praise to children, to develop their self-esteem. Children are encouraged to persevere with activities and their achievements are celebrated. The childminder demonstrates to children how to complete more challenging tasks. Children talk of sharing their achievements with their parents when they are collected.
- Communication with parents is good. Parents say they are well informed of children's learning and development and how they can further support their children at home. Parents receive daily feedback as well as photos sent using an app.
- The childminder is sensitive to children's individual needs. Children are given choices and their opinions are sought and valued. For example, before nappy changing and sleep time, children are prepared for what is going to happen next. As such, children cooperate with self-care routines and develop an awareness of how to manage their own personal needs.
- Children learn about the world around them. The childminder ensures that children's cultural backgrounds are represented within her setting, so that children develop a strong sense of self.
- The childminder is reflective in her practice and ensures that she keeps up to date with training. The childminder seeks advice from the local authority, when needed, to ensure she is following best practice guidelines. This ensures that the childminder is continuing to strive to achieve best outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an in-depth knowledge of safeguarding. She ensures that she keeps up to date with training. The childminder can identify the different types of abuse and the signs that may indicate children are at risk of harm. The childminder has clear safeguarding policies in place and is aware of the procedures for reporting concerns. The childminder works in partnership with parents to ensure children are kept safe online. She ensures that she knows what is happening within the local community. This ensures she is alert to any risks posed to children or families.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- allow children further time to think and respond before asking more questions.

Setting details

Unique reference number	EY275593
Local authority	Barnet
Inspection number	10061397
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	1
Date of previous inspection	2 February 2016

Information about this early years setting

The childminder registered in 2003. She lives in Cricklewood, in the London Borough of Barnet. She operates Monday to Friday from 8am to 5pm, all year round.

Information about this inspection

Inspector

Natalie OLeary

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder spoke to the inspector about their intentions for children's learning.

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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