

Childminder report

Inspection date: 20 October 2022

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

Children are happy and comfortable in the childminder's welcoming home. They learn familiar routines and benefit from the calm and reassuring way that the childminder and her assistants interact with them. All children feel content and settle quickly. The childminder creates a good foundation for their future development.

Children behave well. They learn to share, take turns and show respect for one another. Older children are kind and patient with younger ones, encouraging them to join in their play. They form positive relationships with the childminder and her assistants and quickly learn to develop good social skills.

Children confidently explore the resources and make choices about what they want to play with. They are deeply engaged in their play and focus for long periods of time. For example, children creatively build their models together, such as wooden towers, and complete puzzles and shape sorters. They are motivated to learn. Children are keen to explore outdoors and enthusiastically investigate and handle natural items, such as sand, and pick leaves to fill their buckets for their autumn theme. The childminder challenges children's thinking further and teaches them about seasons and nature. All children make good progress in their learning from when they first start.

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

- The childminder plans an ambitious and challenging curriculum. She closely tracks and monitors children's development and uses this information to swiftly identify potential gaps in their learning. As such, children are progressing well and supported for their future learning.
- The childminder supports children's developing communication and language skills effectively and helps them to make good progress. For example, during songs and rhymes she uses visual aids, such as toys and puppets, to help children to make links between words and objects.
- The childminder respects and values each child's individual needs, cultures and helps children learn about the differences between themselves and others. For instance, she speaks to children in English and their home language and encourages children to communicate in both languages.
- Children make good progress in their physical development. They learn to move confidently and safely as they play outdoors and have fun while being active in the fresh air. The childminder supports children to develop self-care skills well. For example, children learn to wash their hands without prompting, prior to eating their healthy home cooked meals. They learn about the importance of good routines and hygiene from an early age.

- Children have access, overall, to a wide variety of interesting resources that support their learning and development. For example, children enjoy fitting blocks together, while strengthening their manipulative skills. The childminder encourages children to identify colours and count the blocks together. However, the childminder does not ensure children have access to a wide range of mark-making resources or opportunities to further explore their own creativity.
- The childminder prepares children for life in modern Britain well and teaches children how to be kind, considerate and helpful to others. She is clear about how she would support children with special educational needs and/or disabilities. She talks about working with the parents and other professionals to provide the best possible support.
- The childminder and her assistants work well together and review their practice regularly. The childminder is qualified and experienced in childcare. She recently attended a course on supporting children in their communication and language to help extend children's vocabulary. However, the childminder has not explored options for the further professional development of her assistants to enhance their teaching skills further.
- Parents speak highly of the childminder and her assistants and comment on how well their children are supported and are progressing. The childminder keeps parents fully informed about their children's progress and well-being. She shares information about their children's development, to support them to extend their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a secure understanding of the procedures to keep children safe. They know the signs that may indicate a child is at risk of harm and recognise the possible signs that a child may be at risk of exposure to extreme views and behaviour. They are confident about the action to take should they have concerns about children's welfare. The childminder provides a very clean and secure environment for children to play and rest in. She supervises children closely and carries out vigorous risk assessments to minimise hazards and to ensure children's physical health is secure.

What does the setting need to do to improve?

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

- focus more precisely on the ongoing support and professional development of the assistants to help raise their good practice to a higher level
- provide children with a wide range of mark-making resources and experiences, to help them to explore their own creativity independently in their play.

Setting details

Unique reference number	EY288395
Local authority	Barnet
Inspection number	10234831
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 2
Total number of places	9
Number of children on roll	12
Date of previous inspection	3 November 2016

Information about this early years setting

The childminder registered in 2004. She lives in Hendon, in the London Borough of Barnet. Childminding takes place in a purpose-built annexe at the rear of the secure garden. The childminder works with two assistants. She offers care on Monday to Thursday from 9am to 3pm and on Friday from 9am to 12.30pm, during term time only. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Yasmine Hurley

Inspection activities

- This was the first routine inspection the provider has 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 her evaluation of the provision.
- 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 childminder jointly observed the assistants, children and evaluated an activity together.
- The inspector observed the childminder and her assistants as they delivered activities and interacted with children, to evaluate the quality of the education.
- The inspector looked at relevant documentation, including paediatric first-aid certificate and suitability checks for her assistants and other household members.
- The inspector held discussions with the childminder and her assistants and spoke to children at appropriate times during the inspection. She also 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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