

Childminder report

Inspection date: 3 October 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children appear happy, settled and secure at the childminders. It is obvious from their behaviour that they feel comfortable and relaxed, which makes it easier for them to learn. For instance the children spent a long period of time with the activity the childminder had set up an activity flour and cocoa, using various containers. This was a sensory experience for them as they were able to touch and taste what was in the tray. The childminder spoke to the children about what they were doing, making the experience more meaningful for them.

The childminder understands the children's needs and develops strong parent partnerships that benefit the children in her care. The parents listen to her suggestions and work together to ensure that any possible gaps in their child's development are narrowed.

The childminder is keen to honour children's own cultures. She asks the parents how she should observe festivals that are important to them and then encourages all children to celebrate together. This means that children are made to feel unique and special.

The childminder encourages the children to be kind to each other and play appropriately, which also helps them to develop positive relationships outside of the childminders.

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

- The children understand the routines of the day and know when it is time to leave the house, for example, to collect others from nursery or school. They go to the hallway to put on their shoes and coats, and the childminder encourages them to do this by themselves, which develops their independence.
- The childminder knows the children well and can explain what their differing needs are and how she supports them. For instance, she has a balancing beam outside to help children who are unsteady on their feet.
- The children are given opportunities to develop their physical skills outdoors, when using the see-saw, slide, climbing frame, bicycles or balls. The childminder has also set up wheels for them against the wall, with pictures of an aeroplane and a swimming pool above, as the children have just returned from holiday. This links to experiences from home and helps the children feel that the childminder's setting is an extension of family.
- The children have access to a wide range of activities both indoors and outdoors. However, they are not always given enough opportunities to develop their listening and attention skills, other than when using focus activities.
- The childminder teaches children about health and hygiene when they eat the

home-cooked meals she provides and while they wash their hands before and afterwards.

- The children learn self-help skills when tidying the toys away after finishing with an activity, as well as when using a cloth to wipe the wet seats outside.
- The childminder encourages children's knowledge and understanding by talking to them continuously about what they are doing. She introduces new vocabulary to them, along with hand gestures to aid understanding. The youngest children in her care have limited language but she knows that they understand what she is saying by their reactions.
- The childminder makes sure that she is always looking for ways to improve her practice, either by doing online courses or sharing ideas with other childminders in her network.
- The childminder provides the children with opportunities to meet others apart from herself, through the weekly music and childminding groups she attends. She also takes them on weekly outings, such as to the farm, which gives them more of an understanding of the world around them.
- The childminder has an excellent relationship with the parents, some of whose older children she has looked after previously. Parents are delighted with the care the childminder provides. For instance, she makes sure she gives the parents verbal feedback every day, as well as completing a daily diary which notes what the child has eaten or done that day. The parents can also use the diary to share anything with the childminder. This two-way communication means that there is consistency of care for the children, which is very helpful for them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has recently undertaken safeguarding training and benefited from attending a childminder conference where safeguarding issues were discussed. She has an excellent understanding of safeguarding and child protection. She is confident that she would recognise the signs of abuse or neglect and knows what to do if she had concerns about a child's welfare. She knows the procedure to follow if there was an allegation made about her. The childminder understands her responsibility to keep children safe. She checks her home every day for any hazards and is particularly thorough when checking in the garden because she has animals.

What does the setting need to do to improve?

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

- provide more opportunities to develop children's listening and attention skills.

Setting details

Unique reference number	EY289895
Local authority	Barnet
Inspection number	10234845
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	0 to 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	18 October 2016

Information about this early years setting

The childminder registered in 2004 and lives in the London Borough of Barnet. She opens all year round, from 8.30am to 5.30pm, Monday to Thursday. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Susan Sacks

Inspection activities

- This was the first routine inspection the childminder 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 childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with relevant documentation.
- The inspector observed the interactions between the childminder and the children.

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 2022