

Childminder report

Inspection date: 24 July 2025

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, secure and settled at the childminder's home. They confidently move around the interesting and child focused ground floor. Children clearly feel at home and are confident that the childminder will respond to their questions, requests and chatter. The childminder is attentive and builds strong and positive relationships with the children.

The childminder has high expectations for children's learning. She provides opportunities for children to lead in their play and to initiate what they would like to do. Children have meaningful conversations with the childminder, which she uses to extend their thinking and knowledge. For example, children recall their trip to the local library and discuss their favourite book. This supports children to build a love of books and reading in preparation for their next stage of learning.

The childminder provides a range of opportunities for children to explore and experience different settings. For example, children enjoy attending local child-centred groups, farms, the swimming pool plus occasional holiday treats, such as the cinema. Children are well behaved and have a positive attitude to learning. They show real enthusiasm for the activities that the childminder provides. The childminder understands and meets children's individual needs in a calm and supportive environment.

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

- Children gain good physical skills. For example, children have access to a well-equipped outdoor play area and enjoy regular trips to local parks, where they practise a variety of skills, such as rolling, climbing and balancing. Children increase their small-muscle control. For instance, they carefully thread play branches through small holes to make a tree and fill large and small pots with play bumble bees. They concentrate well. This supports children's physical development.
- The childminder supports each child sensitively to be confident, and active learners. She encourages children to explore through trial and error, to solve problems and to celebrate their achievements. Children can adjust their own behaviour, and they learn to manage their relationships with others successfully. She offers children time to explain how they feel if they are upset or frustrated. This supports children's well-being.
- The childminder clearly understands what children can already do and what they need to learn next. She takes opportunities as they arise to build on what children already know. The childminder knows when to engage with children and when to stand back and allow children to try again for themselves. For example, very young children attempt to tell their own story, as they look at a favourite

book.

- Children learn to share and take turns. For instance, they take turns to share props when they prepare a show in the puppet theatre. Children develop good social skills as they take part in pretend games and take on different roles and share resources.
- The childminder teaches children good communication, language and literacy skills. She reads a range of interesting books to children, including interactive stories that children enjoy. The childminder provides a gentle narrative as she completes tasks and supports children. Children hear the rhythms and sound of words and sentences. This supports their communication literacy and language development.
- The childminder provides an interesting and inspiring environment for children. However, more preparation time is needed to ensure that any accessible equipment or items do not create a hazard or obstacle.
- The childminder has good working partnerships with parents. She uses different ways to keep parents informed of children's progress, such as messages and daily conversations. The childminder offers ideas to parents on how to support children's learning at home. Parents are positive about the childminder and feel well informed about what their children are doing during the day. The daily handover informs both the parents and the childminder about any developments that they need to know to support the child.
- Children learn self-care skills, such as washing their hands before and after snacks and putting on and taking off their coats and shoes. This prepares children for their next stage of learning.
- The childminder keeps her childcare knowledge up to date. For instance, she has attended a wide range of courses, including safeguarding and learning and development.

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:

- provide sufficient preparation time to remove any items that should not be accessible to children.

Setting details

Unique reference number	EY295591
Local authority	Barnet
Inspection number	10392198
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	9 August 2019

Information about this early years setting

The childminder registered in 2004 and lives in the London Borough of Barnet. She operates from Monday to Friday, between the hours of 7.15am and 6.30pm, for 48 weeks of the year. She holds a relevant early years qualification at level 3.

Information about this inspection

Inspector
Julia Crowley

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- 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 inspector observed the interactions between the childminder and children.
- The inspector took account of the views of parents.

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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