

Childminder report

Inspection date: 23 August 2023

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 builds solid bonds with the children in her care, and they develop a strong sense of emotional well-being. A settling-in procedure, agreed with parents, helps children to feel emotionally secure from the onset of their care. Children confidently make decisions about their play. They behave well and play cooperatively. Children join together in imaginary play situations and decide who they want to pretend to be. Children make good progress across the seven areas of learning in accordance with what they already know and can do. The childminder observes children and assesses their stage of development. She uses her assessment and what parents tell her to plan so that children are challenged effectively to reach the next stage in their learning.

Children are cared for in a safe, welcoming and stimulating play environment. Their good health is addressed well by the childminder. For example, she provides nutritious snacks and meals. Children are physically active everyday in the childminder's garden. They understand safety rules for playing on the trampoline, such as making sure that the zip on the safety netting is fastened once they have climbed on. The childminder provides a variety of toys and activities which effectively challenge children to develop good handling skills.

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

- Children develop good mathematical skills. Older children learn to recognise numerals in their play and count confidently. They name shapes, such as square, circle and triangle, and identify them in the environment. Young children practise counting in everyday activities.
- The childminder promotes the children's sense of belonging. She uses her knowledge of being bilingual and shares this with children. She helps children to understand what makes them unique and the similarities between their families. Children recognise they speak different home languages but speak English together.
- Partnerships with parents are good. The childminder maintains good contact with parents about their children's care, well-being and development. Parents state that they know that their children are happy with the childminder and make good progress. The childminder has links with other settings that children attend. They have shared discussions about children's development. As a result, children receive good continuity of care and learning.
- Children enjoy visiting different places with the childminder. For example, they visit local woods, parks and a farm. The childminder carefully considers how and where to provide different experiences for children, helping them learn through memorable and enjoyable outings.
- The childminder effectively supports children's communication and language

skills. She uses single words and associative sounds to support young children's emerging speech. The childminder extends children's vocabulary. She introduces descriptive language, such as wide and narrow, to help children describe the sizes of the tunnels.

- Children enthusiastically practise and increase their skills for independence. For instance, the childminder encourages children to put on their own coats and shoes. This helps to prepare them for their eventual move on to pre-school and school.
- The childminder uses a calm and consistent approach to manage children's behaviour. She provides explanations and gentle reminders. This helps children to understand what is expected, such as sitting at the table for meals and snacks. Children quickly learn about the rules and routines and their behaviour is good.
- The childminder provides a stimulating and inclusive learning environment that all children, including children with special educational needs and/or disabilities, can access. She plans a range of exciting activities which cover many areas of learning. For example, children develop their coordination skills and deepen their understanding of nature as they busily work with natural materials. However, occasionally, group activities do not meet the needs of all children, particularly the younger ones. This means that some children do not learn as much as they can from these teaching opportunities.
- The childminder ensures that statutory training is completed. She evaluates her provision through discussions with her co-childminders and from reflecting on her practice. However, the childminder is insufficiently precise in identifying professional development which will help to improve her good teaching to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her co-childminder have a good awareness of all aspects of safeguarding, including extremism. They fully understand their roles and responsibilities in keeping children safe from harm. The childminder knows what to do and who to report to when she has a concern about a child or an adult. She attends regular refresher courses to keep her knowledge of safeguarding up to date. Children play in a safe and secure environment. They are closely supervised by the childminder. Children take part in regular fire evacuation practices to ensure that they know what to do in an emergency.

What does the setting need to do to improve?

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

- review and improve the organisation of group activities to ensure that all

children are supported to learn as much as they can

- seek professional development opportunities to raise the quality of teaching to consistently high levels.

Setting details

Unique reference number	EY349150
Local authority	Barnet
Inspection number	10295388
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 7
Total number of places	12
Number of children on roll	17
Date of previous inspection	6 December 2017

Information about this early years setting

The childminder registered in 2007. She lives in the London Borough of Barnet. The childminder offers full- and part-time care each weekday, from 7.30am to 6pm and operates throughout most of the year. She is in receipt of funding for children aged two and three years. The childminder works with a co-childminder. They each hold a childcare qualification at level 3.

Information about this inspection

Inspector

Rizwana Nagoor

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 quality of education was observed and the inspector assessed the impact this has on children's learning.
- The inspector took account of parents' views.
- The childminder and the inspector evaluated an activity together.
- The inspector spoke with the childminder and children during the inspection.
- The inspector viewed the premises and discussed the intent of the curriculum with the childminder.

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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