

Childminder report

Inspection date: 23 May 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 show joy and happiness in the childminder's care. They respond to the childminder's calm and positive approach and are eager to participate in daily activities. For example, older children speak with enthusiasm as the childminder talks with them during construction activities. Younger children delight in the kind and gentle cuddles the childminder provides after lunch. Children learn self-care and the importance of a healthy lifestyle through everyday routines. For instance, the childminder teaches them about the importance of handwashing before eating and to take off their own shoes.

Children are active learners and are excited to explore with the childminder's warm interactions in their play. They show good critical thinking. The childminder's use of mathematical language increases children's awareness of different shapes and sizes. Children enjoy solving problems, such as working out how to reach objects that have rolled under a sofa.

Children use good manners with others. The childminder speaks with genuine respect to children as she explains what needs to happen, such as when it is time to tidy up for lunch. She watches what they are doing and adapts her curriculum in line with what she sees. For example, the childminder talks to children about colour and quantity as they roll out play dough. Children learn the childminder's clear words, which adds to their growing vocabulary.

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

- Children know how to behave well. They understand the boundaries that the childminder establishes and shares with them. The childminder's calm and consistent approach helps children to recognise what is expected of them and to mostly follow the rules. She skilfully identifies that some children struggle with sharing, so she finds opportunities for children to practise this. For example, children learn to take turns in pushing a toy stroller.
- The childminder understands the importance of allowing children time and space to make discoveries for themselves and when to interact and support their play. Children have access to quality resources, and older children find purpose in the available resources. However, children do not have opportunities to explore a wide variety of learning materials. This does not consistently help them to build on their knowledge and interests further.
- The childminder is enthusiastic about her work and completes further training. This helps her to keep up to date with changes and develop her practice. For example, following recent training, the childminder uses her understanding of child development, combined with her observations, to identify children's progress. She writes down significant areas of learning that children achieve for

their parents and carers to read.

- Children are confident communicators. They express themselves well and talk happily to the childminder. The childminder incorporates songs and narrates on children's play, which helps children to link words to actions. She introduces new words as she talks to children. For example, she says that the cucumber in their lunch is 'soft'. This helps children to learn new words rapidly and make good progress in their communication and language.
- The childminder maintains professional but friendly partnerships with parents. She finds out from parents about their children's routines and interests before children start attending. Parents speak well about the care offered to their children. They comment on the secure bonds their children make with the childminder. Parents appreciate the regular communication and photos they receive regarding their children's day. They are also very comfortable in talking about their children's morning in daily handovers. They value suggestions offered by the childminder.
- The childminder promotes children's personal, social and emotional development well. Children receive consistent praise for the kindness they show. This promotes their self-esteem and confidence. The childminder takes children on outdoor walks at times and provides objects to promote indoor physical play. However, she does not carefully plan opportunities to develop older children's large-muscle skills when they are outdoors, or activities for younger children to explore with their senses indoors.
- Children develop important fine motor skills and hand-eye coordination. They enjoy materials such as play dough, rolling it out flat and making 'stars'. They spontaneously start singing related rhymes. Older children also develop early mathematical concepts when the childminder helps them to match numerals to quantity, for example, when counting fingers during finger rhymes. Young children demonstrate a strong love of books. They choose to share stories that capture their curiosity.

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:

- raise the opportunities for children to build their knowledge and interests, such as by playing with a wider range of resources
- develop ways to increase children's physical skills to support their large movement outdoors and their fine sensory skills indoors.

Setting details

Unique reference number	EY359278
Local authority	Barnet
Inspection number	10388481
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	12 July 2019

Information about this early years setting

The childminder registered in 2007. She lives in Hendon, in the London Borough of Barnet. She operates her service all year round, from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification in childcare at level 3. She provides government-funded childcare.

Information about this inspection

Inspector

Mrig Divecha-Talker

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request. This included evidence about suitability and training.
- The inspector observed and discussed 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.

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