

Childminder report

Inspection date: 4 June 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder is committed to her role. She provides a welcoming and safe environment for children to learn and grow in. Children are confident to explore the resources and activities the childminder provides. This allows children to follow their interests and to develop positive attitudes to their learning. The inside space has been designed with children in mind, with resources at their level. This inspires children to explore and use their imaginations.

The childminder and any assistants she works with are good role models. Children develop the skills and qualities they need to thrive in life. They understand expectations, generally behave well and are mindful of each other's needs. The childminder supports children with special educational needs and/or disabilities to be included with their peers and adapts activities to ensure their involvement. As a result, all children build positive relationships with their peers.

The childminder's curriculum focuses on what children need to learn next to move them forward in their development. She introduces mathematical concepts as children play. Older children can be heard counting in sequence, and younger children bop to the rhythm of the childminder and her assistants counting as they build towers with blocks.

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

- The childminder continues to make improvements to her provision. Since her last inspection, she and her assistants have undertaken further training courses and worked closely with advisers and other childminders to ensure that she now offers good quality care and learning for children. The childminder recognises that these professional relationships and continued professional development will help her to make the necessary improvements and sustain good practice.
- The childminder's curriculum is planned around her observations of children and what they need to learn next. This supports children to consolidate their previous learning. As a result, children make good progress from their starting points and are prepared for the next stage of their learning, including moving to other settings and school.
- The childminder and her assistants help children to develop their speech and communication. Children thoroughly enjoy singing songs and listening to stories. This helps children to hear words and practise saying them. The environment is rich in language, and children hear new vocabulary regularly. For example, when children talk about a caterpillar turning into a butterfly, the childminder introduces the word 'cocoon'. As children learn to speak, they repeat back to the childminder words they have heard, which are met with praise and encouragement.

- Children generally behave well. They listen to instructions and follow the routines in the setting. However, on occasion, when children are finding it difficult to share or manage their emotions, the strategies used by the childminder and her assistants are not always consistent. As such, children find it difficult to learn how to recognise and manage their emotions.
- Children are kind and considerate to their peers. The childminder and her assistants are good role models for children. They provide gentle reminders throughout the day about their expectations. The childminder uses lots of praise and encouragement to support children to build friendships. Young children run to their friends and excitedly babble and hug them as they arrive. They wait for their friends before going out in the garden and offer to share maracas as they play with musical instruments.
- Overall, the childminder and her assistants support children to develop their independence. For example, children confidently choose their own toys. However, children are not consistently encouraged to build their independence skills. For instance, in their enthusiasm, the childminder and her assistants do some tasks for children, such as washing their hands for them. Despite this, children are making progress as they develop their self-care skills.
- The childminder recognises the importance of promoting children's health. Children have an abundance of opportunities to be physically active in the garden. They complete a daily 'exercise routine' with the childminder and her assistants, moving their bodies, stretching and balancing. This promotes the development of children's motor skills, muscles and awareness of their bodies.
- The childminder regularly shares information with parents and carers about their children's day and progress. This is captured through a variety of communication methods that suit individual families. Parents are complimentary of the care and learning their children receive with the childminder. They report that their children have made good progress since starting.

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:

- improve support for children who do not yet have the skills they need to recognise and manage their own emotions
- increase opportunities for children to manage simple routine tasks to further support their emerging independence.

Setting details

Unique reference number	EY360811
Local authority	Barnet
Inspection number	10360869
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 3
Total number of places	9
Number of children on roll	10
Date of previous inspection	2 July 2024

Information about this early years setting

The childminder registered in 2007. She is located in the London Borough of Barnet. The childminder operates her provision all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two childminding assistants.

Information about this inspection

Inspector

Michaela Hipwell

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The children spoke with the inspector during the inspection.
- The inspector talked to the childminder's assistants at appropriate times during the inspection and took account of their views.
- Parents provided their written views of the childminder and her provision for the inspector to view.
- The childminder provided the inspector with a sample of key documentation on request.

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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