

Childminder report

Inspection date: 30 January 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

The childminder helps children to feel relaxed, happy and to thrive at this friendly, welcoming setting. She is nurturing and pays particular attention to children's well-being. This helps children to feel secure and safe through warm and loving relationships that exist with the childminder. Children show kindness to each other, which is a direct result of the kindness modelled and shown to them by the childminder.

The childminder designs a broad and ambitious curriculum based on children's interests and what they need to learn next. She skilfully assesses children's development and sequences their learning well. This leads to all children making good progress from their starting points in their learning. For example, children are learning about body parts and functions of some organs. The childminder helps children to be safe as she explains to children risks of choking. She introduces new words, such as 'oesophagus' and explains its meaning. This helps children to build on their existing knowledge and expand their understanding further.

Children behave well. The childminder is a positive role model of expected behaviour. There are clear rules, boundaries and routines in place and children respond promptly to instructions, such as when asked to tidy up before starting the new activity.

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

- The childminder is passionate about the high levels of care and education she provides to children. She supports children well with their communication and language. The childminder introduces a variety of new vocabulary during play and focus activities. For example, during circle time, the childminder supports children in their understanding of positional language. She encourages children to use small objects to put 'on top', 'under', and 'inside' bigger objects.
- The childminder supports children well to develop their imaginations through a range of exciting activities. For example, they thoroughly enjoy using puppets, as they sing their favourite songs and consider what might happen next. They are eager to choose what songs they would like to sing and join in with familiar rhymes enthusiastically. Children benefit from lots of opportunities to share books and stories. This supports children's early literacy skills.
- The childminder provides children with activities to develop the small muscles in their hands in preparation for early writing. For instance, she provides children with sand to mould and plenty of threading resources. Children have loads of fun, as they draw on the wooden fence with chalks. Children then spray the fence with water, using spray bottles and watch marks disappear. They enjoy puzzles and use a range of small body parts to build their favourite characters.

- Children have plenty of access to the spacious garden. The childminder ensures children's physical skills are well supported. For example, children safely and confidently use wheeled toys, slides and swings. Children dance, move and respond to music with great enthusiasm. They learn about their bodies and how to be healthy. The childminder offers children a range of nutritious, home-cooked meals, to help promote a balanced diet. Children enjoy the meals and talk about their favourite food.
- The childminder helps children to begin to manage their own feelings. She listens to the children and talks to them about how they feel, to support them in learning how their actions impact others. This helps children develop positive attitudes to their learning and behaviour. Children are very friendly and often say 'shall we do it together?' as they play with one another. They are independent and helpful, for example, as they bring chairs to the table before lunch time.
- The childminder knows how activities can be adapted so that they are age-appropriate for all children. She is very skilled at supporting children's individual learning needs. The childminder is focused on training and evaluates her provision well. She ensures that any assistants she works with access important training, such as safeguarding. However, mentoring needs further embedding to fully support assistants to continuously develop their teaching skills.
- Partnerships with parents are very effective. Parents are grateful for the care their children receive and they all share positive feedback. They comment on the childminder's nurturing and loving approach, and how much their children learn. All parents comment on the good progress that their children make in the care of the childminder.

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:

- continue providing mentoring opportunities for any assistants that they work with, to even further develop their own skills and knowledge.

Setting details

Unique reference number	EY365701
Local authority	Barnet
Inspection number	10368497
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	12
Number of children on roll	7
Date of previous inspection	22 March 2019

Information about this early years setting

The childminder registered in 2007 and lives in the London Borough of Barnet. She operates during term time from 9am to 4.30pm, Monday to Thursday. The childminder works alongside an assistant.

Information about this inspection

Inspector
Agnes Wink

Inspection activities

- The childminder led the inspector on a learning walk and talked to the inspector about what she wants children to learn.
- The childminder and the inspector evaluated an activity together during a joint observation.
- The quality of education was observed, and the inspector assessed the impact that this has on children's learning.
- Parents shared their feedback with the inspector.
- 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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