

Childminder report

Inspection date: 15 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

The childminder is nurturing and fosters strong bonds with the children. As a result, children are happy and demonstrate that they feel safe in her care. They confidently seek her out for support, reassurance or to join their play. The childminder is responsive and respectful of children, which helps them to feel valued and develop a positive sense of belonging. Consequently, children engage with a variety of play opportunities and activities. The childminder is thoughtful in her approach to children's learning. She plans activities that incorporate children's own interest as well as meeting their individual development needs. This supports all children to make the good progress they are capable of.

The childminder has developed a curriculum the puts children's confidence and well-being at the centre. Children are encouraged to explore and follow their interests. They benefit from attending community groups and visiting the local area, such as the park. This increases their opportunities to build and practise their social skills as well as encouraging them to develop a sense of belonging in their community. The childminder is a good role model and treats children with kindness. She uses polite language, such as please and thank you, and models being respectful to each other. This helps children develop positive social skills.

Children who speak English as an additional language are well supported. The childminder has ensured that she has knowledge of the additional languages and both the child's home language as well as English can be heard throughout the day. This provides children with valuable opportunities to develop their language and communication skills.

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

- Children engage well in a child-led curriculum. Activities are planned and adapted to ensure that the child's interests and needs are met. This allows the children to develop an early love of, and a positive attitude towards, learning. This is demonstrated by young children maintaining their engagement and attention for long periods, babbling in delight as they play.
- The childminder closely monitors each child's development, identifying emerging needs through regular observations. She recognises when children may require additional support, such as with their physical development. This ensures that each child, including those with special educational needs and/or disabilities (SEND), receives the right support to help them develop and learn the skills they need for the future.
- Children build their communication skills well through play and daily routines. The childminder uses effective strategies such as singing songs and repeating words clearly. She narrates as children play. These interactions support language

development and, as a result, even the youngest children relish the opportunity to engage in back-and-forth conversations.

- The childminder helps to develop children's early mathematical skills by integrating them into play and everyday routines. For example, she encourages and models counting as they play and introduces language such as 'big' and 'small'. This approach helps children to develop an understanding of early mathematics.
- The childminder teaches the children that their views and wants are important. She takes the time to understand younger children's non-verbal communications and acts upon them. This is helping children to build their sense of self-worth. However, the childminder's enthusiasm to support the children can mean that occasionally she does things for them that they could do themselves, such as getting a toy during play. As a result, some children are not always encouraged to persevere and have a go as often as they could be.
- Children are introduced to the importance of a healthy lifestyle. They have daily opportunities to play in the childminder's garden, building their physical skills. The childminder provides healthy snacks, such as fruit. Children demonstrate a clear understanding of hygiene routines, with even the youngest of children reaching out to clean their hands once they have eaten their snack.
- Parents and families build a strong relationship with the childminder commenting on her 'dedication and passion' for looking after children. They praise the regular updates about their children and state that their children always return home with a smile after spending time with her.
- The childminder has a clear love for what she does. She ensures that all mandatory training is kept up to date as well as extending her knowledge in other areas that relate to her childcare. She regularly attends training courses and webinars as well as sharing good practice with other childminders. This ensures the best possible outcomes for children.

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:

- explore ways for children to develop their independence skills even further.

Setting details

Unique reference number	EY366627
Local authority	Barnet
Inspection number	10380654
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 1
Total number of places	6
Number of children on roll	2
Date of previous inspection	18 June 2019

Information about this early years setting

The childminder registered in 2007 and lives in Cricklewood in the London Borough of Barnet. She operates Monday to Friday, from 8am to 6pm, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector

Michaela Hipwell

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The childminder spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between the childminder and the children.
- 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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