

Childminder report

Inspection date: 20 April 2022

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 are very happy in the childminder's welcoming and nurturing home. They have plenty of one-to-one attention, which has a significant impact on their social skills. Very young children are friendly and introduce themselves with confidence, clearly saying their name and age. Children have strong bonds with the childminder. They benefit from her kind, calm approach, which is reflected in their positive attitudes and eagerness to take part in all activities that she provides. Children develop good levels of self-esteem. The childminder celebrates with children when they master new tasks and challenges. She offers regular praise and encouragement and teaches children to follow good manners. Children behave well.

The childminder has a well-resourced conservatory and a large outdoor area. Children have ample opportunities to develop their physical skills. The childminder ensures that children are active every day, benefiting from fresh air and exercise. She motivates children's interests well. Resources are easily accessible to enable children to make their own choices. The childminder takes an active role in their play and learning. She plays alongside children during matching games and helps to develop their mathematical understanding. Children can correctly identify different coloured shapes on the bottom of plastic ducks.

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

- The childminder regularly observes children and assesses their learning accurately. She knows children well and plans the educational curriculum based on what they know, understand and can do. Children develop their creativity and their small-muscle skills well. For example, toddlers have great fun as they tear and scrunch up coloured tissue paper and use glue sticks and flower foam shapes to decorate their Easter egg pictures.
- The childminder teaches children to embrace others, including their differences and similarities. She gives children opportunities to celebrate their own cultures and learn about other cultures in the setting. For instance, children learn about Bulgarian Easter and international day, through various craft activities.
- Children listen and behave very well. They treat each other with respect and kindness as they learn to share toys and take turns. Children respond very positively to the childminder, who uses praise and encouragement to acknowledge children's achievements. For example, she praised children who helped to tidy away the toys when they had finished playing.
- Overall, the childminder's quality of teaching is very good. She uses questioning as a strategy to find out what children know. However, at times, the childminder does not consistently give children a chance to respond to and answer questions. This sometimes affects their ability to concentrate and think.

- The childminder supports children to develop good hygiene practices. For example, they learn the importance of washing their hands before eating and after messy play activities. The childminder enables children to understand why making healthy food choices is important to their well-being.
- The childminder has good partnerships with parents. She communicates with parents via an app and sends photos and videos of their children's learning. Parents speak extremely positively about the support their children receive. They are delighted with the variety of experiences their children have on a daily basis. Parents comment that their children's confidence, independence, and communication and language development have flourished since being with the childminder.
- Overall, children's language development and communication skills are progressing well. This includes children who speak English as an additional language. Children listen to stories and show their knowledge of the characters. They repeat words they know and new words, such as 'binoculars'.
- The childminder reflects on her practice to identify ways to improve. She ensures that she keeps her knowledge and understanding of statutory guidelines and legislation up to date. However, the childminder has not extended professional development opportunities to enhance the quality of education further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of safeguarding. She knows how to keep children safe and promote their welfare. The childminder describes the signs and symptoms of abuse, including female genital mutilation, radicalisation and extremist behaviour. She knows how to contact relevant agencies in the local area, to seek advice or to make referrals. The childminder has clear safeguarding policies and procedures in place, which she uses to underpin her practice. She undertakes safeguarding training to keep her knowledge relevant and up to date.

What does the setting need to do to improve?

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

- give children even more time to think and respond to questions with their ideas and answers to help them to achieve at the highest levels
- identify professional development opportunities to strengthen existing knowledge and enhance the quality of education to a higher level.

Setting details

Unique reference number	EY367103
Local authority	Barnet
Inspection number	10106503
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	22 October 2015

Information about this early years setting

The childminder registered in 2008. She lives in Finchley Central, in the London Borough of Barnet. She operates Monday to Friday, from 8am to 6pm, all year round.

Information about this inspection

Inspector

Anahita Aderianwalla

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 childminder and has taken that into account in their evaluation of the setting.
- The inspector looked at a range of documents, including qualifications, evidence of suitability and first-aid certificates.
- The inspector observed interactions between the childminder and children during activities, and assessed the impact on children's learning.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector talked to parents and took account of their views on the setting.
- The inspector carried out a joint observation with the childminder to assess the quality of teaching.

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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