

Childminder report

Inspection date: 6 February 2023

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 settled and happy in the care of this childminder. She puts the children's learning and interests at the heart of her practice. Children confidently talk and speak highly of their childminder. For example, one child discusses at snack time how they know 'lots of things' as the childminder helps them all to learn. They have a close, warm relationship with her. Children are motivated by the activities on offer and have positive, strong relationships with their peers. For example, one child encourages another to pour their own water into a cup and supports them with how to do this successfully. This learning opportunity helps children to interact positively with each other.

The childminder carefully considers how to support children in understanding the world around them. For example, while using magnifying glasses to look at slugs, the childminder discusses looking at them carefully and gently. This supports children to be mindful of nature and to take care of creatures.

Children behave well, and they feel safe and secure. The childminder, on various occasions, explains the importance of looking after their health and hygiene as they wash their hands to keep germs away before snack time, as well as covering their mouths when they cough.

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

- The childminder supports children to develop their communication and language skills. She talks to the children about what they are doing and introduces new words to them. For example, after sharing the story 'Little Red Riding Hood', they talk about the word 'stranger' and its meaning. This helps children to build on their vocabulary and understanding.
- The childminder supports children to develop their social skills. They share well and play well together. For example, children work together to fill cups with water. Children form good working relationships with each other.
- The childminder supports children's mathematical development well. For example, she provides an opportunity to count how many legs a starfish has. She compares this to another sea creature in an information book they share together. Mathematical problem-solving opportunities such as these help children relate their mathematical learning to real life.
- The childminder uses the local community facilities and regularly visits places such as the local park or allotment. Children go on nature walks or plant seeds in the local allotment. Children are developing their knowledge about the world around them and benefit from being out in the fresh air.
- The childminder takes part in regular professional development opportunities to improve her practice. For example, she completes online courses to further her

knowledge about child development. This helps the childminder to keep her knowledge up to date.

- The childminder accesses training to support children with special educational needs and/or disabilities. However, she does not consistently use what she learns in order to fully support children's learning. For example, when encouraging children to join her at activities, she does not always recognise that repeating the same strategy is not effective. This does not fully support children's engagement at this time, and it impacts on their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of what to do if she has concerns about the well-being of a child. She understands what to do if an allegation is made against her. The childminder ensures that her safeguarding knowledge stays up to date by participating in courses organised by the local authority. The childminder identifies risks accurately and takes steps to ensure that her home is safe for children.

What does the setting need to do to improve?

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

- make better use of information obtained from training to strengthen teaching and support children with special educational needs and/or disabilities even more effectively.

Setting details

Unique reference number	EY387641
Local authority	Barnet
Inspection number	10265151
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	3 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	25 May 2017

Information about this early years setting

The childminder registered in 2009. She lives in the London Borough of Barnet. She operates all year round, from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Haley McDermott

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed the curriculum together.
- Children spoke to the inspector about what they enjoy doing in the setting.
- The inspector observed the interactions between the childminder and children.
- The inspector had discussions with parents and took their views into account.
- The inspector held discussions with the childminder about practices and procedures.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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