

Childminder report

Inspection date: 7 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 welcomes children warmly into this nurturing and warm environment. Children develop strong attachments with the childminder. This helps them to settle quickly into her safe and happy setting. The childminder has carefully chosen resources for the age group of children in her care. She has a clear vision of what she wants children to learn. The childminder knows what children are interested in. She ensures that she plans around these interests and supports children's development in all areas. Children explore the inviting areas. For example, they select pop-up toys, which improve their fine motor skills and hand-eye coordination.

When children first start, the childminder ensures that she gathers information about their starting points in development and finds out all about them. She works alongside families and is flexible and approachable. The childminder follows a clear routine. She plans the environment carefully to ensure that children can make choices and explore the homely and organised space. For example, children explore emotion cushions and the stacking blocks independently. The childminder places a focus on children's early literacy as part of her curriculum. She plans opportunities to share stories and sing songs with children. The childminder supports and fosters children's love of reading and rhymes. She reads engaging stories and has plenty of books and cosy reading spaces.

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

- The childminder knows how to support children's language development. Children are becoming confident communicators as they say words and babble. The childminder models and repeats simple words and uses lots of language throughout the day to introduce new vocabulary. With the babies, she encourages eye contact and responses through noisy toys and bubbles.
- Children develop positive attitudes. They are content and playful throughout their time at the setting. Children seek reassurance and plenty of cuddles from the childminder and any assistants she works with. Children demonstrate that they are motivated to join in. For example, they reach for more balls to watch roll down the ramp, clapping and smiling as they reach the bottom.
- Children enjoy healthy snacks. They are beginning to learn to wash their hands themselves in bubbly water. Younger children sit in high chairs at lunchtime and benefit from good care and hygiene routines.
- The childminder has a knowledge of the seven areas of learning. She has a clear intention for what she wants children to learn and follows their interests. For instance, the childminder encourages children to practise their physical skills in the outdoor area. Children enjoy pushing themselves along in cars and throwing balls. When children are starting to walk, the childminder provides walkers and

pushing toys to support their first steps.

- Children make good progress. The childminder tracks and monitors children's development well. She plans activities to support children's next steps in learning. The childminder knows what children can do and celebrates their achievements. She is so pleased when children express themselves or say their first words. The childminder has noticed how well children are starting to play together and has high expectations of their behaviour.
- Partnerships with parents are strong. Parents and carers speak highly about the quality of care and education the childminder provides. They explain that the support and feedback they receive is good and the childminder communicates well about their children's day, learning and development through messages and photo updates. Parents explain how children settle quickly and form bonds with the childminder after their induction. They speak positively about how the environment is prepared for their children to play and learn in.
- The childminder is passionate about and dedicated to providing quality care and education. The childminder knows how to support all children and embraces their diversity. She provides advice and suggestions to parents when she identifies that children may need further support.
- The childminder guides and mentors any assistants she works with to ensure a good level of practice. However, she has not completed any recent training to support her professional development and extend the curriculum further.

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:

- develop knowledge and skills further, such as through professional development, in order to focus on enhancing the curriculum even more.

Setting details

Unique reference number	EY391627
Local authority	Barnet
Inspection number	10376577
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	3
Date of previous inspection	29 May 2019

Information about this early years setting

The childminder registered in 2009 and lives in Hendon in the London Borough of Barnet. She offers care all year round, from 8am to 6pm, Monday to Friday. The childminder works regularly with an assistant.

Information about this inspection

Inspector

Sara Vincent

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 their early years provision, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between the childminder, any assistants she works with and 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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