

Childminder report

Inspection date: 29 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

Children are happy, safe and secure in the childminder's home. They explore freely, accessing toys and resources. Children play well together, forming good relationships with their friends and the childminder. The childminder plans a varied curriculum for the children. She provides many new experiences and opportunities. The childminder takes them on daily outings within the local community so that the children enjoy the park, the library, music and other playgroups. These support their social and emotional skills. She plans activities that promote children's fine and gross motor skills. During pretend baking, children flatten and roll the dough into snake shapes. This links to their understanding of the Chinese New Year of the Snake, while practising hissing sounds and learning new words such as 'wriggly' and 'slimy'. Yoga fun supports their physical development, while within every activity, communication and language skills are promoted well. New vocabulary is introduced at every opportunity. The childminder has high expectations, and children behave well. They use good manners, such as saying 'please' and 'thank you', as the childminder serves their food. Younger children remind older children of the rules, such as not standing on the couch. All children make good progress from their starting points.

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

- The childminder shows a commitment to ongoing development and improvement. For example, she attends the local authority briefing meetings and knows the procedures to follow if she has concerns about children's development. She completes some training to help develop her knowledge and skills.
- Staff are happy and feel well supported in their roles. Procedures are in place for staff supervision and professional development, but these are not always fully embedded. Staff receive general feedback on their practice. However, this is not always specific enough to improve their skills and knowledge further.
- Children enjoy freshly prepared meals. These are made on site and take account of children's individual dietary needs, preferences and any allergies they may have. The childminder provides parents and carers with information to help them to encourage their children to eat nutritious meals throughout the day. She encourages children to eat different fruits at snack time and reminds them to drink water to stay hydrated. They practise their independence by pouring their drinks and self-serving their food. They wait patiently for their friends. Even young children demonstrate good feeding skills, as staff support and prompt them to use cutlery. This prepares them well for their future.
- Children enjoy playing a range of games to develop their early technological skills. They learn cause and effect as they knock pegs down into a board. However, the curriculum has yet to consider how to use opportunities to support

their understanding of digital safety, for both the children and their families, and where to get support should they need it.

- The childminder helps children to begin to understand the importance of healthy lifestyles. She chats with them when nappy changing, and they are gaining independence by learning to wash their hands. Children wriggle and slide through the tunnel with excitement and enjoyment, developing their gross motor skills. The childminder encourages the children to brush their teeth while they are in her care, which helps to support oral health.
- The childminder develops good relationships with parents. Parents speak highly of the caring and friendly staff, praising the work of the setting with phrases, such as, 'It is wonderful to know that she is safe and thriving while we are working.' The childminder helps parents with toilet training and gives advice on sleep patterns. A favourite book is 'Princess Polly and The Potty'. She provides regular updates on the children's development through the online messages and photos.
- The childminder understands the importance of partnership working with other nurseries and childminders that children attend. This helps to ensure that together they meet the children's interests. The childminder talks about the importance of getting children ready for nursery and encourages children's independence from an early age.

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:

- enhance opportunities to support children's understanding of digital safety and where to get support should they need it
- strengthen the procedures for supervision and staff's continuous professional development to help raise the quality of education to a consistently high level.

Setting details

Unique reference number	EY399054
Local authority	Barnet
Inspection number	10372291
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	10 April 2019

Information about this early years setting

The childminder registered in 2016 and lives in East Finchley, in the London Borough of Barnet. She operates all year round, from 8am to 6pm, Monday to Friday, except for family holidays and bank holidays. The childminder has a childcare qualification at level 3. She works with an assistant and provides government funded childcare.

Information about this inspection

Inspector
Sandra Teacher

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector engaged with the children during the inspection.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request, including her practice as regards safeguarding.
- The inspector had a telephone conversation with the assistant.

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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