

Childminder report

Inspection date: 17 June 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are safe and settled in this welcoming and homely environment. They develop close and secure bonds with the childminder and her assistants, who have a caring and friendly manner. This helps to create a good foundation for their future development. Children smile as they arrive at the provision and settle into the routine well.

Children are motivated and eager to learn. They enjoy the wide range of age-appropriate activities, such as painting, building with bricks and exploring in the sand. Outdoors, children have fun running, jumping and learning to balance. They have plenty of opportunities to explore books, which they enjoy. Children become effective communicators as the childminder and assistants have high expectations of them. They love imaginary play and dressing up. Children learn mathematical concepts, such as size, shapes and colours, successfully.

Children behave well. The childminder and assistant are positive role models and have high expectations of the children's behaviour. Older children show kindness and help younger and less-able children to join in with activities. Children show respect for their environment by tidying up their toys before they move on to the next activity.

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

- Children enjoy the healthy, home-cooked meals and snacks that the childminder provides. They describe them as 'yummy' and 'tasty'. Children see this as a social occasion. They discuss which fruit they like eating, and how eating apples and bananas makes them strong. The childminder supports this and plans opportunities for children to learn how to brush their teeth. Children discuss why it is important to do this regularly. They learn how to make healthy choices.
- The childminder and her assistants know all of the children in their care very well. They can confidently talk about the progress that children have made since starting. The childminder and her assistants plan a wide range of exciting and engaging activities, which children enjoy. The curriculum is ambitious and challenging, and prepares children for the next stages of their learning.
- Children are curious and have a positive approach to their learning. They learn about nature, such as when exploring in the garden. Children fill up watering cans and discuss which plants they need to water first. They comment on how the plants have changed, and how some have got 'taller' or 'greener'. Children receive warm praise from the childminder and her assistants for the good choices they make. Children learn to speak respectfully to one another, take turns and be kind to their friends.
- Parents talk positively about the setting and say that they can see how their

children have progressed since starting. For instance, they comment that their social skills and speech have developed. Parents talk highly of the childminder and her assistants, and the work they do to support their children. Parents value the verbal daily feedback that they receive. However, the childminder does not provide all parents with opportunities to contribute to their children's learning.

- The childminder and her assistants interact warmly with children during care routines, such as nappy changes and washing hands. They make eye contact and sing songs. This helps young children to feel secure.
- The childminder and her assistants have high expectations and work hard to achieve the best outcomes for the children they care for. The childminder works with parents to address any concerns with their children's learning and development. All children, including those with special educational needs and/or disabilities and those who speak English as an additional language, make good progress in relation to their starting points in learning.
- The childminder and her assistants support children to develop their own independence and promote their self-care skills well. Children independently select toys and resources that they want to play with, and take a lead in their play. Children manage and attend to their personal care needs. For example, at snack times, they wash and dry their own hands, feed themselves using cutlery and pour water from jugs. Children become confident and independent learners.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have attended training on safeguarding and child protection issues. They are aware of signs and symptoms of when a child may be at risk of harm. The childminder and her assistants are aware of who to contact if they have a concern about a child, or if an allegation was made against them. They closely supervise children and provide a secure environment. The childminder carries out daily risk assessments before children arrive, and the provision is clean and safe.

What does the setting need to do to improve?

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

- strengthen partnerships with parents so that they are able to further contribute to their children's learning.

Setting details

Unique reference number	EY402335
Local authority	Barnet
Inspection number	10128486
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 3
Total number of places	17
Number of children on roll	11
Date of previous inspection	18 February 2015

Information about this early years setting

The childminder registered in 2009 and lives in the London Borough of Barnet. She works with two assistants. The childminder offers care throughout most of the year from 8am to 6.30pm, Monday to Friday. She has an early years qualification at level 3 and her assistants hold relevant childcare qualifications. The provider is in receipt of funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Nelam Pooni

Inspection activities

- This is the first routine inspection the provider has 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 inspector spoke with the childminder and assistants at convenient times during the inspection.
- The inspector observed the quality of education, and had discussions with the childminder and assistants about what they want children to learn.
- The childminder and inspector carried out a joint observation to assess the quality of education.
- The inspector viewed areas of the home used for childminding.
- The inspector spoke with parents and gathered their views about the experiences of the setting.
- The inspector tracked children's experiences and discussed the findings with the childminder.
- The inspector looked at documentation relating to the suitability of those working with children, such as their qualifications, training, Disclosure and Barring Service checks and first-aid certificates.

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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