

Childminder report

Inspection date: 22 January 2024

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 offers a well-designed curriculum that focuses on children's interests. The childminder teaches mathematics very well. She is ambitious in what she wants children to learn. For example, following children's curiosity around animals, children learn how numbers relate to objects and begin to match quantity to numeral. For instance, the childminder plans exciting matching games, to support children to develop their mathematical skills. They search for hidden animals in the garden and match them to the pictures cards on the grass. Children sort toy animals into different categories and learn animal names and feeding habits. They find a 'big hippo' and the 'small black and white striped' zebra. Children enjoy replicating the animal noises as they play with small-world animals with the childminder.

Children make close, secure attachments within a loving, home-from-home environment. The childminder recognises the importance of children feeling safe and secure. She ensures that children's well-being is at the heart of her practice, building on their emotional security. She recognises that children need to feel emotionally ready before moving on to the next stage of learning. All children make good progress in their learning and receive the support they need to be ready for school. Children are well behaved and show positive attitudes to new experiences.

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

- The childminder has a clear understanding of what she wants children to learn and how she will do this. The broad curriculum is well sequenced and prepares children for the next stage in their learning. The childminder can identify children's interests and uses these to build on what they already know.
- The childminder supports children's speech and language development effectively. She engages children in regular conversations during activities to extend and build on their communication and language skills. She engages children in discussion and helps them to learn new vocabulary. The childminder speaks clearly and uses repetition of language to help children say words correctly.
- Children relish the freedom to move around and investigate the childminder's play areas and garden. With the childminder's well-placed support, they excitedly use equipment to progress their physical skills. They confidently ride scooters and jump on mini trampolines unaided. They learn to manage their own bodies as they move and turn skilfully, with increasing speed. Children develop their fine motor skills, as they hold a magnetic fishing rod and hook the fish out of a rotating wheel.
- In the main, children enjoy the stimulating activities on offer. However, on occasion, the childminder redirects children's play too quickly and interrupts

what they are doing. This means children are not always given enough time to complete tasks of their choice and develop their own ideas.

- The childminder takes children out into the local community. They walk around the local area and nearby parks, so that they can explore the larger spaces and equipment. They also go on trips to local shops and visit playgroups, developing their understanding of the world around them and gaining skills to meet and socialise with other children.
- The childminder encourages positive behaviour. For example, she praises children's achievements and for helping with simple tasks, such as tidying up the toys. The childminder's gentle approach means the environment is calm and children are then confident to explore new things.
- Children learn how to keep themselves healthy. Children follows good hygiene procedures, such as effective handwashing arrangements before preparing food. The childminder provides nutritious meals and snacks and supports children to be independent at an early age. For instance, children put on their own shoes, coats and hats. They carefully cut their fruit with a safety knife on cutting boards and know how to sit while eating to stay safe.
- The childminder has taken positive action to improve the quality of teaching. She is committed to her own professional development. She completes regular training to support her own childcare knowledge. She organises professional development opportunities for her assistant, updating his knowledge, for example, through training or research.
- Parents report that they are very happy with the care and education their children receive. They receive daily information about what their children do and feel that their children learn well in the childminder's care. The childminder works well in partnership with parents to meet children's individual needs.

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:

- adapt teaching to enable children to direct their own play and develop ideas for themselves further.

Setting details

Unique reference number	EY402747
Local authority	Barnet
Inspection number	10316903
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	2 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	9 May 2018

Information about this early years setting

The childminder registered in 2010. She lives in New Barnet within the London Borough of Barnet. The childminder offers care Monday to Friday from 8am to 6pm, throughout most of the year, apart from bank and family holidays. The childminder occasionally works with her husband who is an assistant, if needed.

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 provision.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and the childminder and spoke with them at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications.
- The childminder had a long discussion about the service she offers, her procedures for safeguarding the children.
- Parents' views were gathered through reading letters of the childminder's provision with the inspector

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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