

Childminder report

Inspection date: 4 June 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming and well-organised environment, where children thrive. She offers a safe and stimulating space, which promotes children's exploration and creativity. Older children benefit from carefully structured activities that develop their curiosity and engagement. The atmosphere is underpinned by an ethos of kindness and respect. This fosters children's positive behaviour and emotional security. The childminder demonstrates effective care practices, consistently promoting children's emotional and physical well-being. She encourages children to share and take turns. Older children show initiative during activities, such as tidying the home corner together.

The curriculum for older children is well planned and inclusive. It supports their development in language, cultural awareness and social skills. The childminder plans activities related to cultural themes, such as Eid and Hajj, to enhance children's understanding of diversity and broaden their knowledge. However, the curriculum does not precisely meet the individual learning needs of babies. While the childminder addresses their care needs, she does not consistently provide opportunities for them to develop independence and engage in problem-solving activities.

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

- The childminder has addressed the areas identified for improvement during the last inspection with commitment and determination. She has implemented changes effectively. This leads to an enhancement in the quality of provision and consistently positive outcomes for the older children.
- The childminder provides a caring and inclusive environment, where children feel secure and valued. She includes babies in activities. However, the childminder does not plan precise opportunities to promote babies' independence and confidence. For instance, she does not encourage babies to self-feed during mealtimes or provide more opportunities for babies to explore and develop their physical skills, such as crawling and standing. Furthermore, the childminder sometimes carries babies, rather than encouraging them to independently explore. This limits their confidence and learning opportunities.
- The childminder supports children's emotional well-being and social skills effectively. She encourages sharing, turn taking and positive peer interactions. Older children receive praise and recognition consistently.
- The childminder reads lots of stories with children. She uses engaging and expressive voices to capture children's attention and imagination, creating an interactive atmosphere. These sessions provide a rich opportunity for children to hear and process key words and phrases, which significantly supports their communication and language development.

- Staff consistently foster older children's physical skills through enjoyable activities, such as dancing and outdoor play. This promotes children's strength, coordination and resilience. Mealtimes are well organised and provide opportunities for older children to develop their social and communication skills through meaningful conversations.
- The childminder monitors children's progress closely and promptly supports those children who need extra help. Children with special educational needs and/or disabilities receive tailored strategies and timely referrals, to ensure their progress. Parents and carers value the strong partnership, appreciating communication around activities, such as healthy eating and toilet training. The childminder uses verbal updates and online communication effectively to keep parents up to date.
- The childminder occasionally does not remind children to wash their hands before meals. This does not consistently support children's understanding of the importance of following hygiene routines.
- The childminder is committed to improving and strengthening partnerships with other early years professionals to further develop her, and any assistants who may work with her, skills and knowledge in sharing best practice in how to improve practice in their care for babies.
- The childminder is committed to improving her own skills and also any assistants she works with. She fosters a supportive working environment. The childminder's assistants feel valued, which contributes positively to their motivation and practice. However, the childminder has not consistently developed partnerships with other early years professionals to enhance knowledge and skills of how to support younger children's learning 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:

- enhance the curriculum for babies to develop their independence in physical skills and self-feeding
- support children to develop their understanding of good hygiene routines, such as by consistently reminding children to wash their hands before meals
- develop partnerships with other early years professionals to enhance knowledge and skills of how to support younger children's learning further.

Setting details

Unique reference number	EY417734
Local authority	Barnet
Inspection number	10388297
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 2
Total number of places	6
Number of children on roll	9
Date of previous inspection	5 July 2019

Information about this early years setting

The childminder registered in 2011 and lives in Mill Hill in the London Borough of Barnet. She operates all year round, from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. She provides government funded childcare for children aged from nine months to four years.

Information about this inspection

Inspector
Shahin Khan

Inspection activities

- The childminder and the inspector completed a learning walk together of all areas of the setting and discussed the early years provision.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector and the childminder carried out a joint observation of a group activity.
- The childminder and the inspector observed and evaluated an activity together.
- The childminder spoke with the inspector about the leadership and management of the setting.
- Parents shared their views about the provision, and the inspector took account of these.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of those living and working in the setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025