

Childminder report

Inspection date: 10 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Met

What is it like to attend this early years setting?

The provision is good

The childminder has high expectations of children. She is an inspirational role model and teaches them to be courteous and respectful to others. The childminder is extremely attentive to children. She works with parents in robust partnerships to ensure continuous support for children's personal and emotional development, between her setting and home. Routines are tailored to each child's needs. Children are extremely comfortable in the childminder's care and build strong bonds with her. They are continuously praised for their efforts, achievements and attitudes. Children have a strong sense of belonging at the setting and their behaviour is exceptional. They persist for long periods of time in activities led by the childminder. Teaching is very good. However, at times, the childminder answers her own questions and moves on too quickly to the next activity, before giving children enough time to think and respond. The childminder knows children well. She explains how she plans their individual curriculum around their ever-changing interests, learning styles and developmental needs. Children make good progress across all areas of learning.

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

- The childminder teaches children to manage their personal needs, safety and independence effectively. Children are conscious of how to keep safe during play. They are extremely independent during meals and when managing their own hygiene. Children enjoy helping the childminder with tasks, ask for help and share their views. They gain important skills for pre-school and school.
- The childminder reflects on her service for children and works with external professionals effectively to evaluate her practice and skills. She attends regular training and takes up professional development opportunities. Since the last inspection, she has achieved a level 3 qualification in the early years to improve her knowledge and, as a result, boost the experiences for children.
- The childminder promotes children's communication well. This includes those who speak English as an additional language. Children enjoy daily story sessions with their favourite books and characters. The childminder is enthusiastic when reading for children. However, at times, she answers her own questions and moves on too quickly instead of giving children enough time to think, analyse and respond.
- Children's well-being is at the heart of the childminder's practice. Children have daily exercise and enjoy fresh air throughout the day. The childminder provides healthy choices for snacks and works with parents to ensure that children have nutritious meals. She is highly skilled in teaching children about the importance of leading healthy lifestyles.
- The qualified childminder celebrates children's backgrounds and cultures effectively in her everyday practice. Children learn about each other and their

community. They enjoy plenty of opportunities for local trips and outings to explore where they live.

- The childminder expands on children's interests and preferences. Children access a wide range of toys and equipment to lead their own play, indoors and outside. The childminder ensures that children are able to make their own choices.
- Partnerships with parents and other professionals are effective. The childminder communicates well with others involved with the children and shares valuable information about their development. Children benefit from complete continuity of support in their learning.
- The childminder is very creative. Children are eager to learn and explore the activities that she makes available for them. For instance, the childminder follows children's interest in playing with water. She teaches them to fill in containers using a hose and how to water the flowers and plants outside.
- The childminder is very engaging. For example, she and the children found a snail in the garden. They talked about the sizes of snails and their physical features, and discussed their habitat. The childminder extended this effectively indoors. She provided children with books, pictures, toys and discussions about mini-beasts, including snails.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends safeguarding training regularly and has a secure understanding of her duty to protect children. She is alert to the possible signs of abuse and fully understands the procedures to follow in making referrals about a child or about any adult working with them. The childminder conducts thorough risk assessments of the premises, garden and all outings with children each day. She closely supervises children and ensures that they are cared for in safe environments. The childminder teaches children about the world they live in and about personal safety.

What does the setting need to do to improve?

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

- allow children more time to think and respond to questions during activities and discussions.

Setting details

Unique reference number	EY423825
Local authority	Barnet
Inspection number	10104414
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	17 December 2015

Information about this early years setting

The childminder was registered in 2011 and lives in the London Borough of Barnet. She operates all year round, except for bank holidays and family holidays. Sessions are Monday to Friday from 7.30am to 6.30pm. The childminder holds a level 3 early years qualification.

Information about this inspection

Inspector

Karinna Hemerling

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector had a learning walk with the childminder to find out how she organises the curriculum for children.
- The inspector completed a joint observation with the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation, such as the childminder's training, qualifications and suitability checks for adults in the household.
- The inspector took account of the views of parents from their written feedback notes.

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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