

Childminder report

Inspection date: 23 July 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 warmly welcomed by the caring childminder and settle quickly into play, supported by a thoughtful settling-in process that includes home visits at the start and a regular morning pick-up service. The childminder effectively role models expected behaviours and uses age-appropriate praise to encourage positive social skills. This supports children to engage confidently with their peers, showing respect, sharing, taking turns, and enjoying group activities. Children's behaviour is good, supporting their personal, social, and emotional development.

There is a good range of planned learning opportunities, and the childminder has a clear understanding of what she wants children to know and learn. She uses observation and assessment to guide her in developing the curriculum, ensuring children have multiple chances to revisit and reinforce learning. For example, children experiment with mixing-coloured inks, discovering how blue and yellow combine to make green.

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

- The childminder prioritises health and safety by promoting healthy eating and safe use of kitchen tools. She prepares nutritious meals and encourages children to try new foods, such as cutting fruit with child-friendly knives and threading it onto skewers. This supports healthy habits and teaches important safety skills.
- The childminder plans varied outings that enrich children's learning, such as strawberry picking, exploring woodlands and ponds with magnifying glasses, and visiting local shops to buy challah bread while learning about Jewish festivals. These experiences support children's understanding of nature, community, and the wider world, contributing to a broad and meaningful curriculum.
- The childminder creates a fun and engaging learning environment where children enjoy exploring new ideas. For example, they read books about the life cycle of a frog, draw related pictures, and search for toy frogs during a water play activity. The childminder offers praise and encouragement, helping children feel proud of their achievements. Occasionally, however, she introduces new activities before children have finished what they are doing, which affects their ability to concentrate and stay focused on tasks they have chosen themselves.
- The childminder provides rich imaginative play experiences tailored to each child's developmental stage. For example, younger children work collaboratively with older children to build dens using a travel cot and several blankets, carefully folding and draping the blankets to create enclosed spaces. They show initiative, creativity, and teamwork as they construct their own environments, demonstrating a strong sense of ownership and imaginative thinking.
- In the main, the childminder fully supports children who speak English as an additional language. For instance, when they first start, she gathers key words

from parents and carers in their home languages to quickly understand and connect with children. She uses real objects alongside English words to expand their vocabulary. Children are becoming confident communicators.

- Children demonstrate a keen interest in books and enjoy sharing stories with their peers, fostering early literacy skills. The childminder carefully observes their communication and language development. For instance, after reading about frogs, children create drawings and engage in water play to find hidden frogs. The childminder further supports their curiosity by researching "yellow dart frogs," sparking discussions and enhancing their understanding.
- The childminder offers lots of praise and encouragement, which helps to promote children's self-esteem and confidence. The childminder encourages children's responsibility by gently reminding them to care for resources and tidy up, supporting their independence and respect for their environment.
- The childminder maintains strong partnerships with parents through regular updates on their children's progress and by sharing key information during daily handovers. Parents value her thoughtful approach and share that their children settle confidently with her and are happy and content.
- The childminder stays current with early years practice through regular training, including local authority courses. For example, she completed training on using large, open-ended equipment to encourage child-led play, enhancing the environment to support independence, creativity, and problem-solving.

Safeguarding

The arrangements for safeguarding are effective.

The arrangements for safeguarding are effective. There is an open and positive culture around safeguarding that puts children's.

What does the setting need to do to improve?

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

- encourage children to complete self-chosen activities at their own pace to strengthen their concentration and support sustained engagement in learning.

Setting details

Unique reference number	EY423825
Local authority	Barnet
Inspection number	10398245
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	10 October 2019

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 6pm. The childminder holds a level 3 early years qualification.

Information about this inspection

Inspector

Anahita Aderianwalla

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The inspector conducted a joint observation with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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