

Childminder report

Inspection date: 31 May 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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder offers a welcoming and homely environment where children feel happy, safe and secure. The childminder forms warm bonds with children. Children are confident and motivated to learn. The childminder ensures that she takes time to get to know the children she cares for. She makes sure that she finds out about children's routines at home, to support them to settle easily.

Children behave well. The childminder is a positive role model and has high expectations of children's behaviour. She is quick to remind children of what she expects, when they forget, for example when children wipe their noses, they need to use tissues and to put them in the bin. There are clear rules, boundaries and routines in place.

Partnerships with parents are good. Parents comment on how kind and caring the childminder is. They value the daily verbal feedback. Children look forward to eating healthy snacks and nutritious home-cooked meals. The childminder uses mealtimes as a sociable experience to develop children's language and to make healthy choices. Children discuss that they like eating plums, apples and watermelons. The childminder then reads a story about these fruits, and children discuss what foods are good to eat to keep them healthy.

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

- The childminder supports children to develop their own independence and promotes their self-care skills. Children independently select toys and resources which they want to play with and take a lead in their play. Children manage and attend to their own personal needs. For example, children wash their hands and learn to dress themselves. Children become confident and independent learners.
- The childminder knows the children in her care well and can confidently talk about the progress which they have made. She plans a wide range of age-appropriate activities which are exciting and engaging. This supports and prepares children for the next stages in their learning.
- The childminder supports children's speech and language development effectively. She engages children in regular conversations throughout the day to extend and build on their communication skills. The childminder speaks clearly and uses repetition of language to help children to say words correctly.
- Children are motivated and curious to learn. They show curiosity about the world around them. Children discuss the weather and know that when the sun goes in, it can become cold. They discuss wildlife, such as birds, spiders and ants. Children talk about where they live and what they need to eat. They look at books to learn more about these animals. This helps children to feel positive about their learning.

- The childminder takes children on regular outings to the park. Children develop their physical skills, such as by running, jumping and climbing. This also provides opportunities for children to interact with others and develop their social skills further.
- The childminder provides lots of opportunities for children to explore their interests. For example, when mixing paints, they experiment what will happen if they add green and red together. However, on occasion, the childminder does not consistently encourage children to build on their problem-solving skills further to extend their learning further.
- The childminder has high expectations and works hard to achieve the best outcomes for the children that she cares for. She works with parents to address any concerns about children's learning and development. Children with special educational needs and/or disabilities (SEND) and those children who speak English as an additional language make good progress.
- The childminder undertakes further training to support her professional development. She has attended a course on supporting children with SEND. This has had a positive impact on the children she cares for. The childminder works in partnership with other professionals and implements strategies to support children who may be at risk of not making typical progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out daily risk assessments before the children arrive and keeps the premises clean and tidy. She closely supervises children to minimise risks. The childminder is aware of the signs and symptoms of when a child may be at risk of harm. This includes signs of safeguarding concerns, such as the 'Prevent' duty. The childminder regularly attends training to keep her knowledge up to date and knows who to contact should she have any concerns. She maintains appropriate records to ensure the safety and well-being of children.

What does the setting need to do to improve?

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

- provide more opportunities for children to build on their problem-solving skills.

Setting details

Unique reference number	EY425436
Local authority	Barnet
Inspection number	10216524
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	3 to 4
Total number of places	6
Number of children on roll	2
Date of previous inspection	28 April 2015

Information about this early years setting

The childminder registered in 2011. She lives in the London Borough of Barnet. The childminder is open Monday to Friday, from 8am to 6.30pm. The childminder holds an appropriate childcare qualification and training.

Information about this inspection

Inspector

Nelam Pooni

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector spoke with each other at convenient times during the inspection.
- The inspector observed the quality of education and had discussions with the childminder about what she wants children to learn.
- The inspector viewed areas of the home used for childminding.
- The inspector viewed written feedback from parents.
- The inspector tracked children's experiences and discussed findings with the childminder.
- Children spoke to the inspector during the inspection.
- The inspector checked suitability documentation for the childminder and household members, along with the first-aid certificate.

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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