

Childminder report

Inspection date: 24 January 2023

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 happy and safe at this warm and nurturing setting. They build warm relationships with the childminder and assistant. Children are excited to share their ideas with them or seek comfort from them where necessary. This helps children to feel secure at the setting.

Children enjoy engaging in the wide range of interesting and fun activities that the childminder plans for them. For example, they focus well as they explore the red coloured water and put ice into it, stirring it together to see what happens, or join in with songs and stories during circle time.

Children understand the routines of the setting well. For example, they understand that when the bell is ringing, the circle time is starting, and they are excited to sit down for this. Children sing along to the 'Boker Tov' song as they say good morning to everyone. These clear routines help children to understand what is going to happen during the day.

Children behave well. They respond well to the calm and positive environment. Children benefit from the specific praise the childminder and assistant give them, such as saying, 'well done, you have helped me to tidy up well.' This helps children to understand and display positive behaviours.

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

- The childminder helps the children to develop their skills in communication and language well. The childminder and assistant narrate as the children explore and play. For example, the childminder explains, 'we are filling up the bowl, and then we will empty it.' This helps children to associate words with their actions and what they are exploring. Children then repeat these words back to the childminder, showing that they are beginning to learn them and use them in their speech.
- The childminder supports children to make good progress in their physical development. Children develop their fine motor skills well. They use stamps, paint with paintbrushes and squeeze cotton wool as they play with the paint. They develop their hand-eye coordination as they pour the rice from one container to another or scoop and pour coloured water. Children develop physical skills, such as balancing and climbing as they kick the ball, climb the climbing frame and balance along crates.
- The childminder helps children to develop their understanding of the world around them well. Children learn about how flowers grow as they observe changes in the bulbs they planted. Children learn where eggs come from through checking if the duck has laid an egg every day. The childminder relates

this learning to previous experiences that the children have had to help them to consolidate their learning and understanding.

- The childminder has a very good understanding of the progress that children have made and their next steps in their learning journey. The childminder then plans learning opportunities to support children to achieve these next steps. These ideas are shared with the assistant so that she also understands how to help children to achieve their next steps. This helps children to make good progress.
- The childminder builds strong parent partnerships. She gives verbal feedback to parents regularly so that they understand what children have been doing each day. The childminder works together with parents to support children in any areas that they find more challenging consistently at home and at her setting.
- The childminder keeps her professional development up to date. She works closely with the local authority to attend courses and liaise with the early years advisor to continuously improve her practice. The childminder evaluates her practice regularly. This helps her to ensure consistent good practice.
- The childminder helps children to learn some self-care skills, such as drinking from an open cup and using a spoon to feed themselves. However, there are times when the childminder does not always support children to develop these skills. For example, she wipes children's hands with a wipe rather than helping the children to begin to learn to wash their hands themselves. More opportunities such as these would prepare children even better for the next stage of their learning journey

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date through attending regular safeguarding courses. She has a good understanding of what to do if she has concerns that a child may be at risk of harm. The childminder understands the processes to follow if an allegation is made against her or an assistant.

What does the setting need to do to improve?

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

- consider how to support children to develop their self-care skills further.

Setting details

Unique reference number	EY434895
Local authority	Barnet
Inspection number	10235591
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	6
Number of children on roll	0
Date of previous inspection	17 March 2017

Information about this early years setting

The childminder registered in 2012. She works with an assistant and is located in the London Borough of Barnet. The childminder works from Monday to Friday, 8am to 3.30pm, term time only. She holds a relevant childcare qualification.

Information about this inspection

Inspector

Jenny Gordon

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 provider.
- The childminder and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the childminder.
- Children spoke to the inspector about what they enjoy doing within the setting.
- The inspector observed the interactions between the childminder, assistant and children.
- The inspector read feedback from parents and took their views into account.
- The inspector held discussions with the childminder about practices and procedures.

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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