

Childminder report

Inspection date: 12 January 2024

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

The childminder places a strong focus on children's happiness. The childminder and her assistant provide a very friendly, home-from-home environment where children quickly feel safe and part of a family. Their interactions with children are playful and joyful. Children love spending time with them. For instance, they take part in regular music and movement sessions to promote their physical development.

Children learn well as the childminder provides a broad curriculum and a homely environment that is inviting. Babies and children feel safe and secure and confidently move around the play areas to access the range of available resources. The childminder and the assistant know the children in their care well. This supports children to make good progress. She plans activities to build on what they can already do. She provides opportunities that interest the children and meet their needs. For example, she knows children enjoy building towers with the bricks. The childminder uses this opportunity to challenge children to build them higher. She asks the children to predict how tall their construction will be. Some children say their towers are taller than they are. She encourages children to find different-coloured bricks. Children excitedly rise to the challenge and spend long periods of time at activities they enjoy. The childminder and her assistant are good role models and have high expectations for children's behaviour. Children show a secure understanding of good manners and behave well.

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

- The enthusiastic childminder puts the children at the heart of everything she does. She frequently evaluates her provision, reflecting on what is working well, including identifying areas where she could improve. The childminder and the assistant are proactive and complete a wide range of courses to continue to develop their knowledge and skills.
- The childminder has a clear, well-designed curriculum. She places a strong focus on giving children a wide range of experiences to help them develop the knowledge, skills and attitudes needed for their future learning. She has a clear understanding of what she wants them to learn next.
- The childminder promotes children's communication and language skills well. She sustains conversations with children. For instance, she asks them questions about what they see outside the window and talk about the weather. The childminder and assistant ask more open-ended questions and model language well, to encourage children to repeat and learn new vocabulary, such as 'scrape is like removing'. Children name the various colour cars and explain that they need to scrape the ice off their cars. Children are confident speakers.
- The childminder helps children to understand the concepts of mathematics throughout the day. She regularly uses numbers and colours in play and

encourages children to count. The childminder encourages children to problem-solve, asking the children open-ended questions, such as 'How can we fix it?', when their tower falls down. This supports children to gain a good understanding of early mathematics.

- The childminder ensures that singing songs is an integral part of children's day. The childminder encourages children to regularly dance as they listen to music. Children enjoy joining in and copying the actions they see on the television screen. It is evident how much children enjoy their favourite action songs. For example, they squeal with utter excitement as they enthusiastically hop around to the song about sleeping bunnies.
- Overall, children's personal development is promoted well. For example, babies show their delight and independently pull themselves up and cruise around the furniture safely. The childminder and assistant remain close by for support if needed. The childminder and assistant provide a wide range of healthy snacks and meals. They use this social time to chat with the children about what they eat at home. However, daily opportunities to learn about the benefits of healthy eating are not always maximised.
- Babies and children develop strong attachments with the childminder and her assistant, which supports their emotional development effectively. Children are kind and polite. The childminder and assistant use positive reinforcement effectively and offer plenty of praise. Minor disputes are quickly settled, with the childminder calmly interacting with the children, encouraging their sharing and showing them that there are similar resources available. Children behave very well.
- The childminder has established highly positive relationships with parents. She gives them plenty of information about their children's progress and offers ideas about how they can support this further at home. This helps to maintain consistency of care and learning for children. Parents are very complimentary about the quality of care and education that their children receive.

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:

- make the most of opportunities to further develop children's understanding of healthy eating and the benefits of making positive food choices.

Setting details

Unique reference number	EY434953
Local authority	Barnet
Inspection number	10316905
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	12
Number of children on roll	13
Date of previous inspection	9 May 2018

Information about this early years setting

The childminder registered in 2012. She lives in East Barnet in the London Borough of Barnet. Her service is open Monday to Friday from 8am to 5.30pm, all year round, apart from family and bank holidays. The childminder works with her husband, who is an assistant.

Information about this inspection

Inspector

Anahita Aderianwalla

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 inspector observed the interactions between the childminder, the assistant and the children during activities.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector had a long discussion with the childminder.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding the children.
- Parents' views were gathered through letters and cards sent in to the childminder.

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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