

Childminder report

Inspection date:

13 February 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children at this setting receive top-quality care and early education. They are happy, content and exceptionally well behaved. Children take great pleasure in learning and trying new things. They make excellent progress from their starting points in development.

The childminder's aim is to ensure that every child develops to their full potential and becomes 'a good citizen'. She has designed the curriculum to provide children with the foundations they need for their future learning. The childminder prioritises children's emotional development, self-care and communication. She is a highly skilled practitioner. The childminder is excellent at helping children to develop their speech and language. Children become confident communicators. They chat happily with visitors and engage them in their play.

Children benefit greatly from the childminder's in-depth knowledge of child development. She knows how to sequence what she wants children to learn and plans activities to support this. For example, the childminder provides excellent opportunities for children to develop their large-muscle movements. Children crouch to use hammers to squish noodle 'worms' and stand up to make marks in shaving foam on the back door. This helps children to develop the stability and control needed to perform the precise, smaller movements needed for early writing when they get older.

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

- The childminder gives the highest priority to children's well-being. She teaches children respect and tolerance for others and supports children's understanding of fairness. Children learn that everyone can choose a story to be read or a song to be sung and each will be listened to and have a turn. Children show patience and play cooperatively together.
- The curriculum is sharply focused on what children need to know, and be able to do, before they move on to the next stage in their education. The childminder builds children's resilience and does not rush in to help unnecessarily. She expertly identifies when to allow children to have a go for themselves. Children are very independent, showing good levels of concentration as they complete tasks. They put their boots on for outdoor play. At snack time, children pour their own water and carefully peel their satsumas.
- The childminder's interactions with children are of high quality. She has a calm and encouraging approach. Children feel safe, secure and nurtured in the childminder's care. They are keen to explore the environment, make choices from the extensive range of excellent quality resources and express their views freely, confident they will be heard.

- The childminder makes the most of time with children. She plans varied and exciting outings and activities that enhance children's experience of the world around them. Children recall these with pleasure. For example, they chat about visiting the zoo to see a baby giraffe and role play driving to the farm during their play.
- Support for children's communication and language is strong. The childminder has attended training to support her provision and is highly effective at helping children to make rapid advances in their speech. The childminder is a good role model. She makes sure that her speech sounds are very clear when talking, singing songs and reading stories with children.
- Parents and carers report that their children 'run, hop and jump' to the childminder's door in their enthusiasm to attend. Parents say they 'could not be happier with the care and support provided'. The childminder builds strong partnerships with parents that ensure a shared and trusting approach to children's care. Partnership working is strong. The childminder's advice and guidance are very much valued by parents.
- The childminder is highly professional. She has attended training on how to support children with special educational needs and/or disabilities, and the setting is fully inclusive. The childminder makes sure that she continuously develops her knowledge and practice through training, listening to podcasts and reading professional journals.
- The childminder weaves mathematics through all activities and routines. Children learn about number, colour, shapes and pattern and are beginning to tap out rhythms. The childminder encourages children to use mathematical language, such as when they measure and compare the length of 'wiggly worms'.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY440270
Local authority	Barnet
Inspection number	10368603
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	6
Date of previous inspection	27 March 2019

Information about this early years setting

The childminder registered in 2011. She lives in the London Borough of Barnet. The childminder operates her service Monday to Friday, from 7.30am to 6pm, for 48 weeks of the year. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Penny Fisher

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- 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 spoke to children during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the childminder's 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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