

# Childminder report

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Inspection date: 19 October 2022

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|                                              |             |
|----------------------------------------------|-------------|
| Overall effectiveness at previous inspection | Outstanding |
|----------------------------------------------|-------------|

## **What is it like to attend this early years setting?**

### **The provision is good**

Children form good secure attachments with the childminder. Children arrive happily and settle quickly in the welcoming environment. They know that the childminder is close by to offer support and security. For example, they enjoy building towers and have fun trying to balance a tray of play eggs from the home corner. Favourite songs are sung regularly during the day and the childminder often makes her own words up to different tunes. For example, children join in with a Gruffalo action song, using animal props. Children laugh as a big fox jumps out and a large owl 'is tweeting at me'. This helps children to get familiar with the story and hear the rhythmic patterns of the language. Children have good listening and attention skills. They can follow instructions such as to have a drink of water or tidy the toys on the floor. The childminder is enthusiastic about children's learning outdoors. Children have daily access to fresh air and exercise in the garden or going out to the local parks. They learn to climb and balance, and manage their own risks as they do this. They visit playgroups and meet other children to help them to socialise and make friends. The childminder uses every possible moment that the children spend in her care to build on their skills and knowledge. They behave well and enjoy learning. The childminder has high expectations of them.

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

- The ambitious childminder provides a broad curriculum which ensures children make good progress. She uses her observations and interests of the children to organise the environment. The childminder builds on what children already know and plans a range of interesting experiences. For example, the children fill bottles with different-sized pasta to make musical instruments, or engage in a matching colour game using wooden play people. However, the childminder does not always give children enough time to explore activities for themselves and to make the most of the learning opportunities.
- Communication and language skills are very important to the childminder. For example, she builds on children's speech, listens carefully and repeats words to the children, such as 'press' and 'cut' when rolling out dough. This helps to extend their vocabulary. She asks simple questions that children can understand and respond to.
- The childminder encourages pretend play as children use a mobile phone to chat with an imaginary friend. This helps them to develop language and to connect with the world around them. The childminder incorporates mathematical learning through activities, for example talking about different-shaped magnets or doing textured puzzles. Young children explore a range of technological toys with different colours, shapes and sounds.
- Partnership with parents is strong. The childminder shares information with parents regularly and keeps them informed. The childminder gathers detailed

information from parents about what children know and can do when they first start with her. She works with professionals, teachers and parents to ensure that children get the support they need.

- Books are important to the children and they enjoy reading books together. The childminder uses lots of expression while reading, pointing out words and pictures to the children. They go to the library regularly to choose favourite books. Children develop a good understanding of diversity beyond their immediate family. For example, the setting includes books and role play resources to explore.
- Children are encouraged to draw with different-sized crayons or by making marks on blackboards, inside and outside, using water or chalks. This all helps to strengthen hand muscles for future literacy skills.
- The childminder helps children to learn about healthy lifestyles and to develop self-care skills. For instance, children learn the importance of washing their hands before meals. Parents provide healthy snacks and lunches for the children and the childminder talks to the children about what they are eating. The children are beginning to be more confident and independent, such as to feed themselves. The childminder encourages children to clean their teeth regularly and the importance of visiting the dentist.
- The childminder reflects on her practice and keeps her professional skills and knowledge up to date. She accesses training to help keep children safe, such as attending training on autism. She meets other childminders regularly to share ideas.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the signs that may indicate a child is at risk of harm. She knows how to share any such concerns and the importance of doing so promptly, to keep children safe. The childminder attends regular training to ensure her safeguarding knowledge remains up to date. She has an accurate understanding of wider safeguarding issues, such as the risks to children of being exposed to extreme views and behaviours. The childminder carries out fire drills with the children. She completes risk assessments, indoors and outdoors, for possible hazards. This helps children remain safe and secure.

## What does the setting need to do to improve?

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

- provide children with sufficient time during play activities so that they can explore and respond to ideas, extending their thinking and language skills as much as possible.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY444221                                                                          |
| <b>Local authority</b>                             | Barnet                                                                            |
| <b>Inspection number</b>                           | 10235712                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 6                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 5                                                                                 |
| <b>Date of previous inspection</b>                 | 1 December 2016                                                                   |

## Information about this early years setting

The childminder registered in 2012. She lives in Friern Barnet in the London Borough of Barnet. She provides care all year round, from 7am to 6pm, Monday to Thursday. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Linda Lockie

### 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 showed the inspector around areas of her home used by children and explained how she supports children's learning and development.
- The inspector observed the quality of interactions between the childminder and children and assessed the impact of these on children's learning.
- The inspector reviewed documents. These included relevant policies and evidence of the paediatric first-aid certificate.
- Parents shared their views on the childminder and her provision, and the inspector took these into account.

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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