

Childminder report

Inspection date:

16 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children appear content and relaxed at the childminder's home. They are greeted by the childminder, who encourages them to place their shoes on a named mat by the door and then move their photo onto 'Dee Dee's bus', which gives them a sense of belonging.

Children's behaviour is good. They feel comfortable to go to the childminder for extra cuddles and support. Children are happy, safe and secure in the childminder's care. They particularly enjoy the garden, where their physical development is a focus with the use of a slide, car and mat, with raised edges to climb or jump over. The childminder has also set up resources, including a weather station outside where the children can choose the picture that best describes the weather at the time and watch the windmills turn in the wind.

The childminder and her assistant talk to the children about what they are doing, which helps with their language development. For example, they talk to the children about how rice feels, and as they interact with them in the home corner, they name the objects they are using.

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

- The childminder and her assistant prioritise children's language development and use songs with sign language to help their understanding. They read books and give children objects that relate to objects in the story. However, the childminder does not always give children the opportunity to choose these for themselves, to support their independence and self-help skills.
- Children who speak English as an additional language are well catered for. For instance, songs and lyrics are provided by the parents, along with a link to a video of how to sing the songs. This makes those children feel more at home and provides an effective link between home and the setting.
- The childminder follows the children's interests to plan the curriculum. However, sometimes, there is not a clear focus on the skills the children need to develop. For instance, the children enjoy the scooping and sensory aspect of the rice in the builder's tray. However, skill development is hindered by unnecessary additional equipment, such as toy dinosaurs in the tray.
- The childminder and her assistant are keen on increasing their professional skills by updating them through the courses they do. This benefits the children's development by putting these new ideas into practice.
- The childminder recognises the importance of close partnerships with parents and other professionals. She understands her responsibilities in assessing children's learning and development and how to share this information with the necessary people.

- The childminder prioritises children's prime areas of development, and the outside space, in particular, gives children opportunities to develop their physical skills. The childminder also regularly takes the children to the park and other playgroups, which helps them to develop further.
- The childminder teaches the children to understand healthy eating by giving them freshly prepared home-cooked meals as well as snacks of fruit and oat biscuits. She sits with them at snack time to encourage them to eat properly and talks to them about what they are eating to increase their language skills.
- Children are confident to express their needs and understand the routine at the childminder's home. Activities are set up for them and the children often prefer to do their own thing, such as taking off their socks and walking through the rice.
- Children are encouraged to develop good hygiene routines. The childminder helps them to wash their hands before and after meals and emphasises the importance of this with the use of pictures above the sink.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant attend regular safeguarding training. They understand safeguarding procedures and can identify concerns about a child's welfare. They also know who to report any concerns to and the correct process to follow. The childminder and her assistant confidently explain the steps they would take if they had concerns about a child's safety and also what signs to look out for. They use a book to record accidents, complaints or medication administered. Children use their own mat. If a child has an allergy, this is clearly noted to support the childminder and her assistant further. Children are very well supervised at the childminder's home.

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 the children to develop their independence and self-help skills
- enhance the planning of the curriculum to ensure that the learning intention is clear to support children to make the best progress.

Setting details

Unique reference number	EY481349
Local authority	Barnet
Inspection number	10231923
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 5
Total number of places	8
Number of children on roll	8
Date of previous inspection	1 September 2016

Information about this early years setting

The childminder registered in 2014 and lives in the London Borough of Barnet. She operates from Monday to Friday throughout most of the year. The childminder provides funded early education for two-, three- and four-year-old children. She holds a relevant childcare qualification at level 3. The childminder works with an assistant.

Information about this inspection

Inspector

Susan Sacks

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed the intent of the activities provided and how the childminder organises her early years provision.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder's assistant.
- The inspector carried out a joint observation of a sensory activity with the childminder.
- Children spoke to the inspector during the inspection.

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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