

Childminder report

Inspection date:

22 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 are happy and settled in this nurturing and caring provision. They develop close bonds with the childminder, who provides plenty of affection and cuddles to ensure they feel safe and secure. Children behave well and play happily alongside each other. The childminder acts as a positive role model as she teaches children about manners. She reads stories to help children learn about sharing and understand the impact of their behaviour.

Children enjoy accessing a wide range of resources. They explore the kitchen area and make pretend cups of tea. The childminder carefully plans activities to meet children's specific learning needs. Young children develop hand-to-eye coordination as they thread pasta shapes onto sticks. They build muscles in their hands as they squish and roll play dough and practise using spoons as they scoop conkers into bowls.

Children develop a sense of belonging and understand what makes them unique. They learn about cultures and festivals through stories, celebrations and tasting different foods. The childminder fully supports children who are bilingual. She uses her knowledge of being bilingual herself and shares this with children. She responds to them in their home language alongside speaking English.

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

- The childminder gathers detailed information about children's routines and abilities when they first start. This helps children to make a smooth transition into the setting. She knows the children well and what they need to do next to develop. This helps her to deliver a curriculum through which children make good progress. She uses children's interests to plan activities. However, sometimes, planned activities are too complex and younger children lose focus in their learning.
- Children show a keen interest in books. They eagerly choose stories from the reading corner to share with the childminder. Younger children point to the pictures and turn the pages as the childminder reads to them with animation. They delight as they 'roar' like a dinosaur and learn new words, such as 'splashing'. This helps children to make good progress in their communication and language.
- The childminder places a high priority on teaching children about healthy lifestyles. They have daily access to the outdoor environment where they can develop their physical skills. She provides nutritious meals, and children learn about healthy foods and oral health. The childminder supports children to develop their independence as they learn how to feed themselves with a spoon. Young children skilfully use wooden knives to prepare their snack as they cut up

bananas and strawberries. This helps children gain the skills they need to be successful as they move on to the next stage of their education.

- Children learn about the world around them through regular trips to farms, museums and libraries with the childminder. The childminder supports children to build on their social skills with trips to playgroups. They form good friendships with other children as they learn to interact with one another. This helps children become confident and raises their self-esteem.
- Parents speak very highly of the childminder. They comment on how she has had a 'huge impact on our children's early life and development'. The childminder shares detailed reports with parents about their children's progress and development. However, measures are not fully in place to provide support to parents to extend and continue children's learning at home.
- The childminder has a positive attitude towards her training and development. She ensures all mandatory training is kept up to date. Online training allows the childminder to further strengthen her quality of teaching. She works closely with other childminders to share good practice and keeps up to date with information. The childminder evaluates her practice by having regular discussions with parents on ways to improve.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure understanding of the signs and symptoms of abuse and neglect. There are clear procedures in place if she needs to raise a concern to the relevant professionals. She ensures that training on wider safeguarding issues, such as the 'Prevent' duty and female genital mutilation, are regularly updated. The childminder ensures the children are supervised at all times. She completes daily risk assessments to maintain a safe environment for children to play in. The childminder carries out regular fire drills to support children to understand what to do in case of a fire.

What does the setting need to do to improve?

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

- adapt planned activities to help younger children stay engaged and promote their learning further
- provide even more opportunities for parents to become involved and help them guide their children's learning at home.

Setting details

Unique reference number	EY482362
Local authority	Barnet
Inspection number	10219885
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	3
Number of children on roll	2
Date of previous inspection	17 August 2016

Information about this early years setting

The childminder registered in 2014. She lives in New Barnet in the London Borough of Barnet. The premises are on the ground floor with access to a communal garden. She provides care from 8am to 5pm, Monday to Friday, excluding family holidays and bank holidays. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Emily Woodhead

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 childminder.
- The childminder joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided. She discussed children's progress with the childminder.
- The childminder and inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of the childminder's suitability, risk assessments and safeguarding documents.
- The inspector took account of written feedback provided by parents.

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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