

Childminder report

Inspection date: 30 August 2022

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's home is vibrant and welcoming. She strives to create a home-from-home environment. The childminder has good systems in place to ensure that the home remains safe and secure. She has given careful thought and attention to the design and layout of the home. Children have access to an abundance of stimulating resources and outdoor play equipment. They are eager and excited to take turns as they play in the garden. Children enjoy going on trips to local attractions, such as parks and museums. They learn about the world around them.

Children who speak English as an additional language are supported to use their home language in their play and learning. The childminder is passionate about giving children a rich set of experiences and is motivated to see all children thrive. The childminder and her assistant act as excellent role models for children. Children behave well and learn how to respect their peers. They learn to listen and follow instructions and are familiar with the routines. The childminder is very caring and responds appropriately to children's needs. Children have secure bonds and attachments with the childminder and her assistant.

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

- The childminder has attended relevant training to design a curriculum to support children to develop across all areas of learning. She promotes good oral-hygiene practices and teaches children about healthy eating. During mealtimes, children enjoy healthy and home-cooked food, commenting that it is the 'best lunch ever.'
- Children learn to develop their independence skills. They learn how to eat independently and use cutlery. The childminder encourages children and shows them how to wash dishes. Children feel proud of their achievements.
- Children have access to a spacious indoor and outdoor space. The childminder teaches them to move in a range of different ways. Younger children develop their core strength as they practise walking.
- The childminder sings songs and promotes nursery rhymes. Children sit and listen to familiar stories, and learn to repeat phrases, such as, 'I see a purple cat'. However, the childminder does not give children enough opportunities to extend their vocabulary, so that they can build on what they already know.
- The childminder places a strong emphasis on children learning the alphabet and numbers. She encourages children to count, and recite letters and the sounds which they make. Although children show confidence in counting, the childminder's teaching does not support other aspects of children's mathematical and literacy knowledge when they play.
- The childminder and her assistant show warmth and affection. They speak in a gentle and calm tone and know how to settle children when they are distressed.

- The childminder plans activities with children's interests in mind. Children have fun and are fully engaged. For example, they enjoy the experience of blowing bubbles and waving wands, exclaiming, 'look at that!'
- The childminder has a system in place to ensure that her assistant receives the relevant support and training to carry out their roles and responsibilities. She provides timely meetings where written feedback is provided to monitor her assistant's practice. The childminder and her assistant work collaboratively and attend weekly webinars to keep their knowledge and skills up to date.
- The childminder liaises with the local authority to develop her practice. She has implemented a variety of ways to address the recommendations raised at her previous inspection. The childminder teaches children about the wider community. She links this to children's daily experiences indoors and outdoors.
- Partnership with parents is good. Parents say that they are happy and speak positively about the childminder and her assistant. Parents value the childminder's advice, support and daily feedback. They appreciate that their children learn to say 'please' and 'thank you', and take turns in their play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder teaches children about the fire evacuation procedure. She carries out thorough checks to ensure that adults who live or work in the childminder's home are suitable to work with children. The childminder and her assistant attend relevant training to identify when a child might be at risk of harm or abuse. They access webinars to keep up to date about child protection and safeguarding procedures.

What does the setting need to do to improve?

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

- provide opportunities to extend children's vocabulary, so that they develop an in-depth knowledge about what is being taught
- embed children's mathematical thinking and literacy skills by using a range of different teaching strategies, to help them embed their knowledge.

Setting details

Unique reference number	EY482921
Local authority	Barnet
Inspection number	10231943
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	3
Date of previous inspection	14 September 2016

Information about this early years setting

The childminder registered in 2014 and lives in the London Borough of Barnet. She cares for children all day, Monday to Friday, and operates throughout most of the year. The childminder can care for a child overnight. She speaks both Spanish and English.

Information about this inspection

Inspector

Jane Ihezie

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 childminder gave the inspector a tour of the premises and completed a learning walk.
- The inspector spoke to children and tracked their experiences.
- The inspector looked at relevant suitability documents.
- The inspector spoke to parents to obtain their views.
- The childminder took part in a joint observation of an activity with the childminder.
- The inspector observed the childminder's and children's interactions and routines.

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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