

Childminder report

Inspection date: 11 July 2023

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 warmly greets children as they arrive. She has robust settling-in sessions before children start, and spends time to get to know children and their families very well. This helps children to have strong attachments and relationships with the childminder and settle quickly. The childminder plans a wide range of exciting activities, allowing children time to freely explore the activities available, making confident choices for themselves as to what to play with and where to play.

The curriculum centres around children's curiosity and encourages them to 'have a go' at every opportunity. This enables children to follow their interests, investigate and make connections in their learning. Children rise to the childminder's high expectations as they concentrate hard and are motivated to learn. For example, children form flower petals from play dough and count how many petals they will need to make up a flower. Children count confidently up to 10. The childminder extends their learning and introduces new mathematical words, such as 'grams'. Children use a weighing scale to weigh the play dough petals. Children make good progress in their mathematical development.

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

- The childminder is passionate about her role and uses her observations and assessments to identify any gaps quickly and ensure that all children make good progress. Communication and language skills are prioritised. The childminder engages with children as they play and supports their individual needs. Children enjoy singing and share stories, which increases their communication.
- The childminder helps children to gain a deep understanding of the world around them. For example, children love looking at the photos from recent visits and recalling what they did with the childminder. For instance, children talk about visiting the transport museum, cherry tree woods and local farms to see small animals, such as geese, cows, goats and parrots.
- The childminder encourages the children to learn about maintaining healthy lifestyles. For instance, children wash their hands before eating snack and participate in washing the fruit with a sieve. The childminder encourages children to taste new foods, such as blueberries, banana, raisins and Sharon fruit. She talks about how each one will help them 'grow big and strong'.
- The childminder regularly evaluates her own practice. She finds ways to enhance practice. For instance, she completes training and uses this to develop her own skills. For example, after completing training on communication and language, she understands the importance of not always interrupting and talking to children but giving them time to concentrate and explore the resources to see how they work.
- High-level conversations and interactions support children to make good

progress in their literacy skills and communication and language development. She asks challenging questions while reading children's favourite stories, allowing children time to absorb the new words, such as 'greedy', 'itchy' and 'twitchy'. She spends time explaining each word in detail and having purposeful discussions with the children to check if they have understood the meaning.

- Children interact very well with each other. The childminder is highly respectful, kind and praises children to help build high levels of self-esteem. Overall, children are supported to take care for their environment. However, on occasion, the childminder does not always encourage children to tidy away, and resources are left on the floor. Children walk around, over and on them to move around. This limits the space children need to explore their space and does not support children to learn to be more careful with the resources after they have finished using them.
- The childminder builds strong relationships with parents. She shares photos and makes time to speak with parents at the end of the day. Parents are thankful for the detailed communication they receive on their child's learning. They describe the childminder as 'amazing' and explain how she gives children individual support to make progress in their learning. However, the childminder has not yet fully embedded ways to fully encourage parents to continue to support their child's learning further at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard children. She refreshes her knowledge by completing regular safeguarding training. She recognises the signs of abuse and knows how to report any concerns about children's welfare. This includes protecting children from radicalisation and online dangers. Children play in a secure environment. The childminder undertakes regular risk assessments of her home and garden and any visits she attends with children. This contributes to children's safety.

What does the setting need to do to improve?

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

- enhance the good partnership with parents even further, so that all parents are clear on how they can support their child's learning at home
- build on teaching children how to care for the resources, for example by encouraging all children to tidy away when they are finished.

Setting details

Unique reference number	140224
Local authority	Barnet
Inspection number	10295273
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 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	7 December 2017

Information about this early years setting

The childminder registered in 1994. She lives in Muswell Hill, in the London Borough of Haringey. The childminder cares for children all year round, from 8am to 6pm on Monday to Friday, except for family holidays and bank holidays.

Information about this inspection

Inspector

Anahita Aderianwalla

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 her evaluation of the provider.
- The childminder and inspector carried out a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder and inspector carried out a joint observation and discussed the impact this had on children's learning.
- The inspector spoke to parents and took account of their views.
- The inspector held discussions with the childminder about safeguarding and how she evaluates her practice.
- The inspector looked at relevant documents including paediatric first-aid certificate, qualifications, insurance and suitability checks.

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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