

Childminder Report

Inspection date	8 October 2015
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder does not always promote children's learning across all areas. This is because she lacks a robust understanding of how to plan challenging learning experiences and her teaching skills are not always consistent to engage all children fully.
- The childminder has not established effective partnerships with other provisions that children attend in order to promote consistency in their care and learning.
- Children do not receive consistent messages about healthy eating in order for them to develop a good understanding of staying healthy.
- The childminder does not always encourage children to learn about differences and similarities between themselves and other people in order to broaden their awareness of the wider community.
- The childminder's systems for monitoring the quality of her provision are not accurate in identifying areas for improvement, particularly where her practice is not fully meeting the requirements.

It has the following strengths

- Children feel safe and secure in the trusting relationships that they have developed with the childminder.
- The childminder has suitable measures in place to promote children's safety and well-being in her home, and while on outings.
- The childminder provides suitable opportunities to foster children's communication and language skills.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ organise the learning environment to provide children with quality learning experiences to support their all-round learning and development 	04/11/2015
<ul style="list-style-type: none"> ■ develop teaching skills in order to better support children's learning, and encourage and motivate them to become interested and enjoy learning 	04/11/2015
<ul style="list-style-type: none"> ■ develop effective partnerships with other provisions that children attend in order to promote a cohesive approach to children's care and learning 	04/11/2015
<ul style="list-style-type: none"> ■ improve the provision of meals to ensure children receive consistent messages about healthy eating and liaise with parents on this. 	04/11/2015

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

- increase opportunities to extend children's understanding of their own and other people's backgrounds to help them learn about the wider world
- improve systems for evaluating and monitoring the quality of the provision and targeting areas for development in order to increase the outcomes for children.

Inspection activities

- The inspector observed the interactions between the childminder and children as they engaged in play together.
- The inspector talked to the childminder at appropriate times throughout the inspection.
- The inspector looked at a sample of the childminder's documentation.
- The inspector and childminder jointly observed children at play.

Inspector

Samantha Smith

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder understands her role and responsibility to promote children's safety and well-being. She has the required policies and procedures in place, which she embeds into her practice. However, weaknesses in her teaching practice and the programme for learning affect her ability to promote good outcomes for children, particularly in their learning. She keeps up to date with all mandatory training and is undertaking a qualification to improve her knowledge and understanding of childcare. However, she is currently not making the most of her knowledge to evaluate the quality of her provision and improve her practice further. In addition, she does not make secure links with other providers that children attend in order to improve outcomes for children.

Quality of teaching, learning and assessment requires improvement

The quality of the childminder's teaching is adequate, although it is not consistent to support all children to make good progress in their learning. The childminder provides sufficient resources in the learning environment; however, she does not organise these well to enable all children to enjoy or engage in interesting and challenging learning experiences. However, the childminder demonstrates a sound understanding of how to use observations and assessments to identify where children are at in their learning, and plan how to move them on. The childminder supports children's communication skills reasonably well, for example, as she engages them in meaningful discussions.

Personal development, behaviour and welfare require improvement

Children are content and settled in the childminder's care and they behave well. However, the childminder does not convey consistent messages to children about healthy eating. For example, although she provides healthy snacks, such as fresh fruit, and encourages them to take regular drinks, she does not provide healthy options throughout the day, particularly at lunchtime. Children enjoy regular opportunities to engage in physical activities, for example, through visits to the park and other outdoor spaces. Although the childminder understands her role in promoting children's awareness of themselves and others, she does not implement this fully to extend their knowledge further.

Outcomes for children require improvement

Children are making suitable progress and are developing some of the necessary skills for their future learning. They demonstrate appropriate levels of independence and confidently attend to their own personal needs, such as when they feed themselves, go to the toilet and wash their hands. They are able to make choices for themselves and take responsibility for small tasks, such as tidying up after mealtimes and play. They show emerging skills in their communication and language development, for example, as they engage in discussions with others and respond appropriately to questions.

Setting details

Unique reference number	EY424031
Local authority	Barnet
Inspection number	1023985
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2011. She lives in the Muswell Hill area, in the London Borough of Barnet. The childminder operates Monday to Friday, from 7am to 6pm, during term time only.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

