

Childminder Report

Inspection date

19 May 2016

Previous inspection date

17 February 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children's speech and language development are well promoted. For example, they thoroughly enjoy looking at stories with the childminder. They copy her words as she reads a range of stories with enthusiasm. The childminder praises children when they say new words for the first time.
- The childminder works well with parents to ensure that they share information that consistently supports children's care, learning and development.
- Children's physical development is good. The childminder provides opportunities for them to have fresh air and exercise on a daily basis. She organises regular outside activities. This includes regular visits to local parks, where children learn to use large play equipment.
- The childminder follows a programme of professional development, which includes attending regular training opportunities and keeping up to date with legislative changes.
- The childminder understands how to promote children's learning and she supports their mathematical development well. For example, she encourages children to learn about different shapes and sizes as they play with a range of soft balls.

It is not yet outstanding because:

- On occasions, the childminder does not allow children to become deeply involved in their play before she changes the activities and resources.
- Self-evaluation is not used consistently to drive continuous improvement.

What the setting needs to do to improve further

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

- extend opportunities for children have time and freedom to become deeply involved in activities
- enhance the evaluation of practice to consistently drive continuous improvement.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector observed a planned activity and jointly evaluated this with the childminder.
- The inspector looked at relevant documentation, such as the childminder's training certificates. She also checked evidence of the suitability of the childminder and other household members.
- The inspector took account of the views of parents as provided in written questionnaires. She spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector discussed with the childminder how she reviews her practice. She looked at a range of documentation, including the childminder's safeguarding procedures and policies, as well as observation and assessment records.

Inspector

Jo Rowley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder completes regular child protection training and researches changes and updates as they occur to ensure that she is aware of how to effectively safeguard children. The childminder monitors children's attendance and has a range of policies and procedures that she shares with parents to ensure that they work consistently. The childminder has built relationships with other providers. This helps them to work well together to promote children's consistent care and overall well-being. The childminder takes into account the views of parents as she values their opinion on the service she provides. However, she is not consistent in regularly evaluating her practice to ensure that she drives continuous improvement.

Quality of teaching, learning and assessment is good

The qualified childminder uses observations and assessments to identify any areas in which children need more help. She plans activities that incorporate children's next steps in learning. The childminder knows the children well. She is fully aware of what they enjoy and what they are interested in, and uses this knowledge to provide fun and enjoyable activities. Children enjoy being creative as they make up stories using puppets and soft toys. They explore a variety of textures as they play imaginatively with a range of toys and resources. The childminder uses probing questions to extend their learning as children enjoy playing with pasta using saucepans and spoons. Children engage in the activity as they mix their pasta, spoon it into different-sized bottles and containers and pretend to cook dinner for the childminder. However, the childminder changes the activity after too short a time, which means children's involvement in their play is unnecessarily disrupted.

Personal development, behaviour and welfare are good

Children are confident, happy and settled. They learn about appropriate ways in which to behave because the childminder is consistent in her approach to behaviour management. Children build strong bonds and attachments with the childminder and form close friendships with other minded children. They show kindness towards others and laugh happily together with the childminder, as she instigates fun opportunities to dance and sing nursery rhymes. Children's good health is promoted. The childminder meets the children's individual dietary and specific requirements well. She follows guidance from parents to ensure that children's religious and cultural requirements are met appropriately. Children are treated equally and learn about the world around them. The childminder uses books and creative activities to support children in developing awareness of many cultures and traditions from around the world. Children's well-being is supported. The childminder shows genuine affection to the children in her care as they go to her for spontaneous cuddles.

Outcomes for children are good

Children are supported to make good progress from their individual starting points and capabilities. They develop curiosity and positive attitudes towards learning. Children join in with experiences that support them in acquiring the skills they need for school. This helps to prepare them well for their next stage of learning and the eventual move on to school.

Setting details

Unique reference number	EY391627
Local authority	Barnet
Inspection number	1048506
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	17 February 2011
Telephone number	

The childminder was registered in 2009 and lives in Hendon. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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