

# Childminder Report

**Inspection date**

17 January 2018

Previous inspection date

9 November 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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

- The childminder skilfully supports children's communication skills. For example, she encourages them to remember previous learning. The children are pleased to tell the childminder about the zigzag pattern on the crocodile in the book they are reading. Children make good progress from their starting points.
- Partnerships with parents are successful and help the childminder to meet the needs of the children effectively. The childminder shares relevant information with parents and encourages them to do the same. Together, they help to ensure consistent welfare and learning experiences for the children.
- The childminder organises her home well and has created a calm atmosphere where the children are content and settled. They confidently make their own choices of where and with what they play.
- Children receive good support in their personal and emotional development. Practical activities help them to understand their own needs and those of their friends. For example, they know to tidy away small toy parts to prevent the younger children choking.

### It is not yet outstanding because:

- The childminder does not encourage or enable children to sit at the table to eat their snack, to strength their understanding of good table manners and sharing a social time.

## What the setting needs to do to improve further

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

- improve the organisation of snack time to enable children to sit down and enjoy their food in a social, comfortable and safe way.

### Inspection activities

- The inspector discussed how the childminder has met the actions set at the last inspection.
- The inspector looked at the rooms and resources children use.
- The inspector looked at documentation, and discussed the systems the childminder uses to observe and record children's progress.
- The inspector discussed how the childminder evaluates her service and her priorities for improvement.
- The inspector observed children's play and their conversations with the childminder in the indoor environment.

### Inspector

Julie Biddle

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has successfully addressed the areas for improvement identified at previous inspections. For example, she has developed good systems to risk assess safety in her home and to keep children safe when leaving. The arrangements for safeguarding are effective. The childminder has a good understanding of her responsibilities to protect children. She knows how to recognise the signs and symptoms that may alert her to any welfare concerns and how to report these to the relevant agencies. The childminder reviews her work well and looks for ways to improve her service. For example, she seeks suitable training opportunities to ensure she remains up to date with her childcare knowledge, which benefits the children. The childminder knows the children well and uses her observations and assessments well to assess their progress. Her positive teaching skills and planning help to close any identified gaps in learning, so children quickly catch up.

### Quality of teaching, learning and assessment is good

The childminder organises activities that encourage children to enjoy their learning. For example, she encourages children to help prepare their snack. She enhances this activity well, asking questions that encourage them to think for themselves, such as, 'How many more pieces do you need?' Children listen and understand how to make choices. For example, they consider carefully about the fruit they would like to eat and tell the childminder. They are encouraged to think about the food they are eating and how to share it between each of them. Children are delighted to listen to a story and laugh when the childminder uses different voices to enrich the story.

### Personal development, behaviour and welfare are good

Children are secure and happy in the childminder's care. She is sensitive to their changing needs and meets them well. For example, she offers children who are feeling less secure extra cuddles and comforting words. The childminder helps children to manage their behaviour well. For example, she distracts them from unwanted behaviour thoughtfully by helping them to understand how their actions affect others. Children receive lots of positive encouragement and develop confidence in their own abilities. For example, when they manage to separate pieces of fruit to eat with their friends.

### Outcomes for children are good

Children develop useful skills to assist them in their next steps in learning and make good progress from their starting points. They learn how to share and take turns, and develop independence skills. Children enjoy using their words as they describe their holidays and how they need sun cream to keep themselves protected from the sun. Children are confident and active learners.

## Setting details

<b>Unique reference number</b>	EY359482
<b>Local authority</b>	Barnet
<b>Inspection number</b>	1110218
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	9 November 2016
<b>Telephone number</b>	

The childminder registered in 2007. She offers care each weekday, throughout most of the year. The childminder holds a relevant childcare qualification at level 3.

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