

# Childminder Report

**Inspection date**

2 March 2018

Previous inspection date

19 September 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder knows the children very well. She observes them as they play and uses her findings to establish what they need to learn next. The childminder uses effective teaching methods to engage children, such as playing alongside them and building on what they already know and can do.
- The childminder is highly enthusiastic and offers children abundant encouragement. She consistently praises children's achievements, and this helps to build their confidence and sense of self-esteem to the highest level.
- Children develop exceptionally warm and affectionate relationships with the childminder. She is extremely kind and caring, and supports their emotional well-being very well.
- The childminder places a high priority on encouraging children to follow their own ideas. Children are very confident to choose what resources to play with, and how they want to use them. Children thoroughly enjoy exploring the wealth of toys provided for them.
- The childminder ensures that children have excellent opportunities to explore their own cultural identity and that of others. For example, they share learning about their festivals, such as Purim and Chinese New Year.
- The childminder develops excellent relationships with parents. The daily handover at the end of a session offers superb opportunities to share information about the children, to support consistency in their care and learning.

### It is not yet outstanding because:

- The childminder does not make best use of self-reflection to consider how to improve her practice, to raise the quality of provision to a higher level.

## What the setting needs to do to improve further

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

- use self-evaluation more effectively, to identify highly focused targets for improvement, to help achieve even better outcomes for children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held several discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents spoken to at the inspection.

### Inspector

Sharon Alleary

## Inspection findings

### Effectiveness of the leadership and management is good

Predominantly, the childminder cares for children aged under three years. The childminder and her co-childminders work very well together as a team. They ensure that their assistants remain suitable to be working with children. The arrangements for safeguarding are effective. The childminder has a secure knowledge of any signs that may raise concerns about children's welfare. She understands the correct procedures to follow to protect children from possible harm. The childminder has identified and minimized any risks or hazards to children, such as erecting stairgates to ensure children cannot access all areas of the house without supervision. The childminder has attended training to help her to increase her skills and knowledge further, such as supporting children to play together and how to deal with minor conflicts.

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

The childminder shows a genuine interest in what children have to say, and this helps to develop their communication skills. Children thoroughly enjoy the childminder's enthusiastic, yet sensitive, involvement in their play. They become engaged in activities, such as singing where they are excited to play with musical instruments. The childminder is good at following children's lead. She supports their emerging interests and extends their learning. For example, as children show an interest in the blackboard, the childminder draws a person and describes what she is doing. The childminder reads books to the children, and she is animated and uses gestures to capture their interest. This contributes to an early appreciation of books.

### Personal development, behaviour and welfare are outstanding

Children quickly become familiar with the daily routines, collecting their chairs in readiness for snack time. The childminder has a superb understanding of when children are tired or thirsty. Children are learning to adopt excellent healthy habits, such as eating fresh fruit and being physically active. They learn first-rate hygiene practices, such as washing their hands before snack time and singing the 'washing hands song' to reinforce this. Children's behaviour is excellent. They smile and talk to visitors with confidence. Children play harmoniously together, sharing, taking turns and being kind to each other. Children relish the opportunity to have some responsibility and helping with daily tasks. For example, they eagerly tidy away toys before snack time.

### Outcomes for children are good

Children make good progress. They demonstrate high levels of curiosity, imagination and concentration. Children consider ways of doing things, persevere in their chosen tasks and enjoy their achievements, such as shape sorting. Children's physical skills develop well, they confidently toddle around the setting safely. Children choose to spend long periods playing with the real snow indoors. They fill and empty pots and discover the mystery of a car appearing from an ice block. Children develop their knowledge of shape and space by persevering with inset puzzles. Children learn a range of skills that prepares them well for their next stages of learning and their eventual move to school.

## Setting details

<b>Unique reference number</b>	EY372882
<b>Local authority</b>	Barnet
<b>Inspection number</b>	1070987
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 2
<b>Total number of places</b>	12
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	19 September 2014
<b>Telephone number</b>	

The childminder registered in 2008. She works from another childminder's home, which is located in Edgware, within the London Borough of Barnet. The childminder works different mornings each week with two other childminders or assistants. Together, they have 12 children in the early years age range on roll. The childminder herself cares for four children in the early years age range. Care of children is provided between the hours of 9am and midday each weekday, during term time only.

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