

# Childminder Report

**Inspection date**

8 June 2017

Previous inspection date

10 March 2015

| <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                   |                         | Good        | 2        |
| Outcomes for children                                         |                         | Good        | 2        |

## Summary of key findings for parents

### This provision is good

- Children make good progress in their learning from their starting points. The childminder uses her knowledge of children's ongoing development to plan effective, challenging and interesting experiences which help prepare children for school.
- The childminder builds strong relationships with parents to meet children's needs. She gives them many opportunities to contribute ideas and celebrate children's achievements from home.
- The childminder is reflective about the service she provides. She has acted successfully on recommendations set at her last inspection, to improve children's everyday experiences. She values feedback from others and listens to children's views.
- The childminder is skilled at supporting children to build on their speaking and listening skills. For example, she uses a range of well-planned questions during activities to encourage children's vocabulary and understanding of activities.
- The childminder provides children with a range of healthy and nutritious meals, and helps children to learn about the importance of living healthy lifestyles.

### It is not yet outstanding because:

- The childminder does not consistently share children's achievements with other settings that children attend, to provide maximum consistency for children's care and learning.
- At times, the childminder does not fully support children to talk about their feelings or learn how to accept the needs of their peers, to help them form relationships.

## What the setting needs to do to improve further

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

- strengthen links with other settings that children attend, to provide even greater consistency in children's learning and care
- take more opportunities to help older children talk about their feelings, to develop their abilities to accept the needs of others and form relationships with their peers.

### Inspection activities

- The inspector observed the children's play and the childminder's teaching during a range of activities, which included accompanying the childminder to a nursery to collect children.
- The inspector spoke with children and the childminder at appropriate times during the inspection.
- The inspector looked at a sample of documentation, including the childminder's policies and the children's learning records.
- The inspector checked evidence relating to the childminder's suitability to work with children.
- The inspector reviewed parents' written feedback and spoke with a parent to gain their views on the childminder's service.

### Inspector

Shana Laffy

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a confident understanding of her role in child protection and implements a range of procedures to keep children safe. She knows who to contact should she have any concerns regarding children's welfare and is clear on her responsibilities to monitor and vet any assistants that may work alongside her. The childminder is proactive about keeping her knowledge up to date and uses training to enhance her skills. She attends meetings with her local network of childminders to share good practice. The childminder has high ambitions for the continued development of her setting. She has secure arrangements in place for monitoring children's overall development, to help identify and close any gaps in their learning.

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

The childminder is experienced and supports children to access a variety of toys and equipment to engage them in learning. She helps children learn how to make choices and encourages them to focus on tasks of interest. For example, children enjoy using peg boards to make pictures of their family. She knows children well and plans activities based on their needs and interests. She is reflective about her teaching and adapts activities well for children of different ages. For example, the childminder helps challenge older children as they make modelling dough. Children remember all the ingredients they need, then add them into the mixture independently. The childminder helps children to develop their physical skills and children explore using their senses. For example, children enjoy using their hands to touch different textures and talk about how these feel.

### Personal development, behaviour and welfare are good

The childminder is kind to children and helps them to settle quickly in her homely and welcoming setting. She forms good bonds with children, who show that they feel safe and secure. The childminder supports children to identify potential dangers as they begin to enjoy the responsibility of carrying out small tasks. For example, older children take pride in setting out activities and helping the childminder to tidy the play space. Children are active and develop an understanding of making healthy choices. They have opportunities to spend time outside each day. For example, children are keen to explore the outdoor environment and excitedly use the slide and climbing equipment.

### Outcomes for children are good

Children are confident to share their preferences and develop their language and communication skills well. Older children enjoy early writing activities and develop awareness of how letters and sounds link together. Younger children gain good small-muscle skills and are able to manipulate small objects. For example, they use shape cutters in their play dough. Children gain the skills they need for their future learning.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | 147433                                                                            |
| <b>Local authority</b>             | Barnet                                                                            |
| <b>Inspection number</b>           | 1089739                                                                           |
| <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 - 4                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 3                                                                                 |
| <b>Name of registered person</b>   |                                                                                   |
| <b>Date of previous inspection</b> | 10 March 2015                                                                     |
| <b>Telephone number</b>            |                                                                                   |

The childminder registered in 1995. She lives in Finchley in North London. The childminder operates on Monday to Friday from 8am until 6pm, for most of the year. The childminder holds a childcare qualification at level 3 and has an assistant.

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