

Childminder report

Inspection date: 28 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's warm and welcoming home. She is calm and attentive and focuses continually on children. Furthermore, the childminder is conscientious and dedicated to offering a high-quality service for the children and families she cares for, overall. Children demonstrate that they are independent and confident, and that they feel happy and secure in the childminder's care. The childminder has high expectations of what children can achieve. They make good progress in relation to their starting points and develop skills which support their future learning. They are able to access the very well-resourced childcare environment independently and make their own choices about what to play with. Children demonstrate an exceptionally mature understanding of right and wrong. Young children confidently explain the importance of sharing and listening to one another.

Children learn about healthy lifestyles. For example, they know and understand about germs and the importance of washing their hands at appropriate times. Children take part in outdoor play regularly to make sure they get plenty of fresh air and exercise. For example, they use the childminder's garden or visit local parks where they can use the challenging play equipment to develop their balance and coordination skills. Children regularly visit local toddler groups with the childminder. This helps them to develop understanding and respect for others.

What does the early years setting do well and what does it need to do better?

- The childminder is committed to her role and her ongoing professional development. She completes regular training and makes good use of networking opportunities to meet with other professionals. This enables her to share ideas for good practice and keeps her knowledge and skills up to date. However, the childminder does not make enough use of self-evaluation to identify aspects of her practice that could be better. Although she identifies what she does well, she does not have a clear vision of how to improve her service.
- Partnerships with parents are strong. The childminder works closely with parents to find out information about children's needs and interests before they start attending the setting. Parents comment that they have confidence in the childminder and feel that their children make good progress in her care. She works with parents to encourage them to support their children's development at home, for instance toilet training.
- The children's behaviour is impeccable and they are consistently polite. Children gain excellent social skills and develop friendships. They share and take turns with high levels of maturity. Children show empathy and respect for others. For example, they help each other to complete tasks and encourage each other to be persistent.

- The experienced and dedicated childminder is a strong role model. She teaches children well and supports their language development. She enthusiastically joins in with children's play by offering comments, introducing new words and asking questions to help children to further develop their speech. Children enjoy sharing their ideas, remembering events and discussing their play. They enjoy singing their favourite nursery rhymes and copying the actions from the childminder.
- Children show high levels of confidence and enjoyment in retelling their favourite stories. Together, they share a story about animals and use props to act it out. These experiences help children form a passion for books and develop early literacy skills.
- The childminder provides a well-balanced curriculum using planned activities and allows children to choose activities independently to meet their individual learning needs. Overall, children learn good mathematical skills. For example, the childminder counts as children play, introducing some mathematical terminology for capacity as children fill containers. However, the childminder misses opportunities during activities to consistently maximise the children's awareness of quantity, weight, shapes and mathematical language.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in safeguarding children. She demonstrates a strong knowledge of the signs and symptoms that children may be at risk of harm. The childminder completes regular training to refresh her safeguarding knowledge, which includes wider safeguarding issues such as radicalisation. She has a detailed safeguarding policy with relevant contact numbers that she can access when necessary. The childminder carries out regular risk assessments of her home to ensure she provides a safe environment for children to play.

What does the setting need to do to improve?

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

- extend the process of self-evaluation to highlight more clearly the strengths and weaknesses of current practice and continually drive forward improvement
- promote children's mathematical awareness further by making greater use of mathematical language in activities and everyday experiences.

Setting details

Unique reference number	EY223191
Local authority	Barnet
Inspection number	10137741
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	29 February 2016

Information about this early years setting

The childminder registered in November 2002. She lives in Hendon, in the London Borough of Barnet. She operates her service from 8am to 6pm, Monday to Thursday, all year round except for family holidays.

Information about this inspection

Inspector

Rizwana Nagoor

Inspection activities

- The inspector carried out a learning walk with the childminder, discussing the curriculum she provides for the children. The inspector viewed the areas of the childminder's home that children use.
- The inspector observed the childminder interacting and communicating with the children.
- The inspector spoke to children and the childminder at convenient times and viewed feedback from parents.
- The inspector sampled written documentation, such as qualifications, paediatric first-aid certificates and safeguarding policies and procedures.

We carried out this inspection 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.

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