

Childminder Report

Inspection date

20 June 2016

Previous inspection date

4 December 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	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 has a confident knowledge and understanding of the early years foundation stage requirements and her role within this. She continually reflects on her practice to identify areas for improvement, which has a positive impact on outcomes in children's care and learning.
- The childminder supports children's learning effectively. All children make good progress in their learning and gain key skills to support their future learning.
- The childminder has developed positive partnerships with parents. She regularly engages with them about their children's learning and she uses the information they share to plan and extend children's learning further.
- Children are happy and settled in the childminder's care. They enjoy the close interactions they share her and they feel safe and secure in her care.
- The childminder supports children's communication and language skills well. For example, during story time, she listens to and effectively questions children to encourage their thoughts and ideas fully.

It is not yet outstanding because:

- The childminder does not always offer enough challenge for the most-able children to extend their skills in early writing and understanding of letters.
- The childminder does not consider ways to strengthen partnerships with other early years settings involved with children, to embed a shared approach to their learning.

What the setting needs to do to improve further

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

- increase opportunities throughout the day for all children to develop further their skills in literacy, to challenge their learning further
- strengthen partnerships with other early years settings that children attend, to jointly support children's learning and development.

Inspection activities

- The inspector observed the interactions between the childminder and children as they engaged in activities together.
- The inspector engaged in discussions with the childminder at appropriate times during the inspection.
- The inspector interacted and spoke to children as they played.
- The inspector looked at a sample of the childminder's documentation, including children's records, the childminder's training certificates and written policies and procedures.

Inspector

Samantha Smith

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a clear understanding of her role to protect children and she is familiar with local authority safeguarding guidelines, should she need to make a referral. She accurately records children's attendance and she carries out thorough risk assessments, for example inside her home and on outings, to support children to explore and play safely. The childminder keeps her knowledge of childcare practice up to date, such as through additional training and reading relevant literature. She has improved the quality of her teaching since the last inspection, which has had a positive impact on the progress that children make.

Quality of teaching, learning and assessment is good

The childminder organises space well, and uses a good range of toys and resources which interests and engages children. For example, children enjoy exploring the sound of musical instruments, show a real interest in technology resources and enjoy looking at books. The childminder follows children's interests and joins in their chosen play, to facilitate and support their learning further. She promotes children's understanding of early mathematics well. For example, she encourages them to identify colours and explore shapes, while they engage in different activities. She effectively undertakes observation and uses the information from her assessments well to monitor children's development and address any gaps in their learning.

Personal development, behaviour and welfare are good

Children's personal, social and independence skills are progressing well. They display high levels of confidence in their own abilities and show good levels of concentration, such as when completing tasks for themselves. For example, they handle knives carefully to spread the butter on bread, and they independently manage their own personal care, such as toileting needs and washing their hands. Children's behaviour is good. They learn to consider and respect other people's feelings and show affection towards the childminder, who is caring and warm in return. Children are comfortable in her care and are self-assured, such as when talking to other adults about their experiences.

Outcomes for children are good

Children are developing a good range of skills in preparation for school. For example, they are confident in making their own choices and decisions, and they take interest and engage in the range of activities on offer.

Setting details

Unique reference number	EY337523
Local authority	Barnet
Inspection number	1048957
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	6
Number of children on roll	2
Name of registered person	
Date of previous inspection	4 December 2012
Telephone number	

The childminder registered in 2006. They live in High Barnet, in London Borough of Barnet. The childminder cares for children Monday to Friday from 7.45am to 7pm and operates her service throughout most of the year. The childminder holds a relevant qualification in childcare at level 3.

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