

Childminder Report

Inspection date

4 November 2015

Previous inspection date

13 November 2008

The quality and standards of the early years provision	This inspection:	Good	2
	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 well-qualified childminder promotes children's learning and demonstrates good quality teaching. She provides challenging activities to support children's good progress.
- The childminder benefits from recent training to promote children's communication and language skills. For example, children listen intently to her clear voice, respond to skilfully asked questions and rapidly adopt newly introduced words during their play.
- The childminder actively promotes equality and diversity. Children learn to value and respect others in the inclusive setting and take part in meaningful cultural traditions.
- The childminder is highly skilled in meeting children's emotional well-being as they settle into their new routine. She meticulously follows the daily care practices of home to support the individual needs of each child. Children flourish in her care, gain confidence in their abilities and quickly become self-assured individuals.
- The childminder uses self-evaluation effectively to drive improvement. Following recent feedback from parents, she has developed her technology skills to communicate in a variety of ways and support the exchange of information with parents.

It is not yet outstanding because:

- The childminder does not consistently give children time to become deeply involved in their play, work things out for themselves or time to think and express their ideas.
- The childminder does not use information from parents about their children's learning at home when they first start to focus her early planning precisely for children's next steps in learning.

What the setting needs to do to improve further

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

- give children time to become more deeply involved during planned activities to extend their thinking, work things out and come up with their own ideas
- focus more precisely on the initial information gathered from new parents of their children's achievements at home to support early planning for their next steps in learning.

Inspection activities

- The inspector observed children's activities indoors and during the lunchtime routine. She talked to the childminder and children at appropriate times throughout the inspection.
- The inspector observed adult-led activities and jointly discussed the intentions and learning outcomes of these with the childminder.
- The inspector sampled the childminder's documentation, including policies, a self-evaluation form, training certificates and children's learning journals.
- The inspector took account of parents' views through recently completed questionnaires and a selection of written references.
- The inspector saw evidence of the suitability of all persons living or working on the premises and sampled documentation in relation to the safeguarding and welfare requirements.

Inspector

Rachel Pepper

Inspection findings

Effectiveness of the leadership and management is good

The ambitious childminder strives to provide the highest quality care and education for children. Her professional development focuses on training that has the most impact for her practice and improves the experiences for children. The childminder shares any information or ideas gathered with her assistant to maintain and enhance the good quality teaching. The childminder includes regular reviews with her assistant to test her knowledge of current policy. Together, they use policies and procedures effectively to guide their good practice and protect children's welfare. Safeguarding is effective. The childminder knows the relevant action to take should any concerns for a child arise. She makes ongoing risk assessments to immediately identify and remove hazards to children to keep them safe.

Quality of teaching, learning and assessment is good

The childminder monitors children's progress and provides a well-balanced learning programme for children. She builds on their interests and preferred style of learning to inform her plans and tailor unique experiences for them. The childminder has a clear understanding of the skills that each child needs to develop. She incorporates set learning within activities to help children make good progress. Children maintain their attention for long periods as they participate in well-thought-out activities. For example, children explored a home-made treasure basket using their senses to smell and examine an abundance of textured household objects. Children demonstrate good mathematical skills; they use numbers to count, and compare the weight and size of various objects.

Personal development, behaviour and welfare are outstanding

Children thrive in this highly stimulating and well-resourced environment. They are eager to learn and gain support and reassurance from the highly caring childminder. Children quickly form secure attachments with the childminder and her assistant. They act as excellent role models and children demonstrate exceptional social skills. The childminder adheres to children's dietary requirements and complements food provided by parents with very nutritious snacks. The childminder teaches children to become independent from a very young age. For example, babies use their fingers and young children manage a spoon competently as they try new foods. Children are exceptionally confident when managing their personal hygiene and have an extremely heightened awareness of how to keep safe. For example, they can distinguish between hot and cold taps. The childminder plans many exciting trips outdoors that contribute to children living a very healthy lifestyle.

Outcomes for children are good

Children make good or better progress in their learning and development. They acquire the essential skills that they need in readiness for nursery and school.

Setting details

Unique reference number	EY363761
Local authority	Barnet
Inspection number	838013
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	13 November 2008
Telephone number	

The childminder registered in 2007 and lives in Mill Hill, London. She operates all year round from 8am to 6pm, Monday to Thursday, except for family and bank holidays. The childminder holds a qualification at level 3. She can receive funding to provide free early education for children aged two, three and four years. She works with an assistant three days a week.

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