

Inspection date	13 February 2015
Previous inspection date	25 February 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder does not always monitor children's progress effectively by using observation and assessment to help her identify children's next steps in learning to inform future activities. As a result, this hinders children from making good progress.
- The quality of teaching is variable at times. As a result, the childminder does not always plan age-appropriate activities for babies to encourage them to explore and investigate from a selection of resources to further promote their creative learning.
- The childminder and her assistants miss opportunities to use mathematical language to teach children to compare size and length to further support their understanding.

It has the following strengths

- The childminder and assistants develop close bonds with the children. Consequently, children are generally happy, confident and feel secure in their care.
- The childminder makes suitable use of appropriate strategies to engage parents in their children's learning. As a result, she keeps parents informed about their children's learning and development.
- The childminder implements sound recruitment processes. She has a suitable knowledge of the safeguarding policies and procedures, which she shares with her assistants to promote children's welfare.
- The childminder plans suitable group activities for children. She effectively uses facial expressions and changes her tone of voice to engage children, while they join in with their favourite songs. This means children have some suitable opportunities to acquire the basic skills they need to be ready for school.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve observation and assessment systems to effectively identify and plan for children's next steps in learning and ensure they are followed through to future planning of activities
- improve resources for babies and provide further opportunities for them to freely explore and experiment through their senses, particularly with different texture and design.

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

- encourage all adults to use descriptive words to further develop children's mathematical understanding during play.

Inspection activities

- The inspector held discussions with, as well as observed, the children, childminder and her assistants in the main play room and outside.
- The inspector sampled documentation, including policies and procedures, planning and children's assessment folders.
- The inspector took into account the views of parents from the childminder's self-evaluation document.
- The inspector undertook a joint observation with the childminder.

Inspector

Anahita Aderianwalla

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The childminder provides some activities to promote children's learning and development. Most children benefit from having free access to a suitable range of toys to help develop their independence skills. However, the childminder does not provide appropriate resources to enable babies to engage in all creative activities. As a result, babies do not develop skills to explore and investigate a variety of textures to help promote their creative learning experiences. The childminder completes relevant observations and assessments of children's abilities. However, she does not use the information from these assessments well enough to inform her plans for children's next steps in learning. Consequently, she does not support all children to make good progress. Despite this, children are sufficiently developing their mathematical skills, such as counting, as they build towers and solve puzzles. However, the childminder does not seize regular opportunities to talk to them about other mathematical concepts, such as shape and comparing sizes. Nevertheless, most children are developing the necessary skills to lead their own play and use their imagination.

The contribution of the early years provision to the well-being of children requires improvement

The childminder makes use of flexible settling-in procedures so children become familiar with their key person. The childminder and assistants use appropriate strategies to support children's learning. For example, they use positive language to promote acceptable behaviour, such as acknowledging children's good listening skills and praising their achievements. This generally helps children to develop good self-esteem. Children benefit from playing in a spacious outdoor area. The childminder provides suitable large equipment to help them take suitable risks and learn how to keep safe. Children have sufficient opportunities to move and play indoors and outside in all weathers, which helps to promote their physical skills. The childminder adequately encourages children's hygiene practices throughout the day. For example, she ensures children wash their hands prior to eating and after messy play activities to promote their well-being.

The effectiveness of the leadership and management of the early years provision requires improvement

The childminder has a suitable understanding of the learning and development requirements of the Early Years Foundation Stage. Although, she has not fully developed her system for assessing children's learning and planning for their next steps in learning, to accurately monitor their progress. Nevertheless, the childminder attends regular training to improve her knowledge and skills. She further offers ongoing supervision to her assistants to strengthen their professional development by discussing areas for improvement. The childminder uses suitable processes for evaluating her service and identifying areas for development. She has established sufficient partnerships with other settings to support children's learning.

Setting details

Unique reference number	EY365701
Local authority	Barnet
Inspection number	815524
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 6
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	25 February 2009
Telephone number	

The childminder registered in 2007. She lives in Hendon, in the London Borough of Barnet. She works with two assistants.

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