

Childminder report

Inspection date	22 March 2019
Previous inspection date	12 July 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 2
Effectiveness of 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 and her assistant build positive relationships with the children. They come for support in their learning and for comfort when they feel the need.
- The childminder's assessments of children's learning are detailed and precise. She monitors their learning well to identify any gaps or where children are at risk of falling behind. All children's individual learning needs are met.
- The childminder and her assistant communicate very effectively with parents. They create a strong link between themselves and parents to involve them in their children's learning and provide continuity. Parents speak very highly of the childminder and assistant.
- The childminder and her assistant are good role models. They work seamlessly together and promote children's behaviour very well.
- The childminder does not make the best use of opportunities to support younger children's independence skills.

What the setting needs to do to improve further

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

- support younger children to further develop their independence and ability to manage appropriate tasks for themselves.

Inspection activities

- The inspector talked to the childminder and assistant at convenient times during the inspection.
- The inspector observed the children at play indoors and outdoors, and viewed the resources and equipment available.
- The inspector took account of the views of the parents spoken on the day of the inspection.

Inspector

Karren Thompson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder and assistant know what to do if they had safeguarding concerns. They confidently recognise the signs to look for if children are at risk of harm and where to report concerns. The childminder has a good understanding of the early years foundation stage. She works closely with the children is aware of all the children's individual needs. She uses self-evaluation to improve her service. The childminder is committed to continually improving the quality of her service. Partnerships with parents are very good.

Quality of teaching, learning and assessment is good

The childminder identifies children's starting points accurately to plan for their next steps in learning. She places a strong focus on addressing any gaps in children's learning. Children are regularly observed throughout the day to ensure planning is effective. The childminder continuously extends children's learning. For example, she identifies that a child has an interest in animals. To support their interest, she engages them in a discussion about animals and how they move. Children enjoy playing alongside the assistant as they pretend to move like penguins. They enjoy looking at penguins in a book. Children develop good mathematical skills. For example, older children count to 12. Younger children are encouraged to count the numbers of blocks as they post them through holes.

Personal development, behaviour and welfare are good

The childminder uses her good knowledge of the children to provide resources to reflect their ethnic and cultural backgrounds. She provides many multicultural resources for the children to play with. Children have strong attachments with the childminder and her assistant. They are both good role models for children. Children settle into the environment quickly. They feel safe at the childminder's home. Children play well together and benefit from regular opportunities to play and learn outside. They enjoy fresh air and exercise. Children are encouraged to learn how to take risks and explore in a safe environment. The childminder provides healthy lunches to support children's physical health.

Outcomes for children are good

Children enjoy their time with the childminder and her assistant. All children make very good progress from their starting points. They develop the skills needed for the next stage in their learning and school. Children enjoy reading books. They like to use puppets and props to bring stories to life. Older children are self-assured and confident learners. Children make good progress in all areas of learning.

Setting details

Unique reference number	EY365701
Local authority	Barnet
Inspection number	10061407
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 3
Total number of places	12
Number of children on roll	6
Date of previous inspection	12 July 2016

The childminder registered in 2007 and lives in the London Borough of Barnet. She operates during term time from 8.30am to 4pm, Monday to Friday. The childminder works alongside an assistant.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

