

Childminder report

Inspection date	27 March 2019
Previous inspection date	7 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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 is skilled at supporting children's emotional well-being. Children learn to think about how they feel and how to express themselves. They play well together, form strong bonds and happily share their space and resources. Children behave well.
- The childminder works closely with other professionals to support children's care and learning experiences. For example, she has developed menus to support children's health and well-being and enhanced the musical activities she provides. The childminder improves children's outcomes.
- The childminder is dedicated and has high expectations of herself and the service she offers. Parents are regularly asked to provide their views and suggestions. The childminder uses this information effectively to drive improvements forward.
- Children access a range of resources which reflect diversity and learn, for instance, about people whose experiences may be different to their own. They thrive in the warm and inclusive environment the childminder carefully creates.
- Children have a wide range of opportunities to learn about the natural world. They delight in visits to local farms and green spaces. Children hunt for bugs and grow and pick herbs and vegetables.
- The childminder does not consistently explore as fully as possible additional ways to build even further on her professional skills and knowledge.

What the setting needs to do to improve further

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

- consider ways to focus professional development to raise the quality of teaching even further.

Inspection activities

- The inspector observed children as they were engaged in a variety of activities, including outdoor play.
- The inspector looked at the rooms, outside area and resources used by the children.
- The inspector discussed with the childminder how she met the recommendations made at the last inspection.
- The inspector considered how the childminder reflects on her practice and her partnerships with parents.
- The inspector discussed with the childminder how she observes and assesses the children's progress, and discussed the teaching and learning that took place.

Inspector

Ceri Callf

Inspection findings

Effectiveness of leadership and management is good

The childminder is secure in her understanding of the signs and symptoms that may give her cause for concern about the welfare of a child in her care. She knows the procedure to follow if she has any concerns. She has made herself aware of how to identify children who may be at risk of being exposed to extreme ideas or behaviours. Safeguarding is effective. The childminder works effectively with other settings to share information and provide continuity in children's learning experiences. She carries out regular risk assessments and teaches children how to keep themselves well. For example, children understand why they wash their hands before eating.

Quality of teaching, learning and assessment is good

Children say they enjoy the time they spend with the childminder. The childminder provides interesting exploratory resources and experiences for children. For example, she has created a resource where children can choose from a variety of objects such as pans, containers, scarves and tubes. They can create pulleys, make sounds and spin wheels. Children delight in directing their own activity. The childminder makes regular, detailed observations of children. She carefully monitors their development and uses this information to plan what children need to learn next. Parents say they are very happy with the care their children receive. They are consistently supported in extending their children's learning at home. All children make good progress.

Personal development, behaviour and welfare are good

The childminder supports children's physical development effectively. For example, they ride bicycles, run, jump and climb. Children benefit from the childminder's ability to adapt activities so children of different ages can play together easily. They happily work together, for instance, to move resources from one area to another. Children's social skills develop as they learn to play in larger groups of children. They learn to manage their own risk and keep themselves safe. Children carry out simple manageable tasks. For example, they put on their coats and shoes before going outside and enjoy constructing their sandwiches at lunchtime. Children develop skills for their future lives.

Outcomes for children are good

Children enjoy using their developing imaginations. For example, they make telephone calls and pretend to speak to the people who are special to them. The youngest children develop their small-muscle skills as they pinch pegs and scoop sand. Older children use their mathematical learning to count as they play games together, and their emerging writing skills to record different numbers. Children are excited by their learning and enjoy their activities. They are confident, self-motivated learners. Children are prepared well for the next stage in their learning.

Setting details

Unique reference number	EY440270
Local authority	Barnet
Inspection number	10061379
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	7 October 2015

The childminder registered in 2011. She lives in the London Borough of Barnet. The childminder operates her service Monday to Friday from 7.30am to 6pm for 48 weeks of the year. The childminder holds a relevant early years qualification at level 3.

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