

Childminder Report

Inspection date

8 January 2016

Previous inspection date

6 August 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The childminder does not develop her partnerships with parents fully. She does not gain information from them to know how children's home languages may be used and supported.
- The childminder does not know who to seek guidance from to help her in identifying children with special educational needs.
- The childminder misses chances to help children develop their use of technology, and their understanding of the differences between themselves and others.

It has the following strengths

- Children are confident and happy in the childminder's home. The childminder is kind and considerate towards them, and meets their physical needs. They make suitable progress from their starting points.
- The childminder helps the children to develop their listening skills. For example, she reads stories and sings songs to them.
- Children learn how to keep themselves safe, and how to take safe risks as they play and learn. The childminder keeps children safe in the home and the outdoor environment.

What the setting needs to do to improve further

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

Due Date

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|---|------------|
| ■ improve partnerships with parents to ensure information about children's first languages is known and used to support children. | 20/02/2016 |
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To further improve the quality of the early years provision the provider should:

- develop knowledge of how to seek support from other professionals who can offer guidance about supporting children with special educational needs
- increase opportunities for children to learn about the world around them, including how people differ.

Inspection activities

- The inspector and childminder discussed the methods that she uses to observe and record the children's progress, and the documents that she uses to support her work.
- The inspector completed observations of the children when they were engaged in activities with the childminder.
- The inspector viewed the rooms and resources the children use.

Inspector

Julie Biddle

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder understands her role in protecting children and the procedure to follow if she had any child protection concerns about children in her care. The childminder has a general understanding of the need to evaluate her work. She reviews her practice and makes changes that have had some positive impact on the care she offers. The childminder assesses children's progress and plans for their next steps in learning. She keeps parents informed about their children's day and progress. However, she does not promote use of children's home languages to help their language development further and to help settle them quickly into her care. The childminder is unaware of the other professionals who can provide support when children have special educational needs.

Quality of teaching, learning and assessment requires improvement

The children have suitable opportunities to make choices about their play and resources, which help them to enjoy their activities. The childminder provides some opportunities for children to learn about the world around them and to learn about others. For example, the children make cards at Christmas and visit the local park. The childminder promotes children's mathematical development appropriately. For example, she helps children understand numbers while looking at animals in a book and talking about the different noises that they make.

Personal development, behaviour and welfare require improvement

Children are settled and secure in the care of the childminder. They confidently approach her for cuddles and comfort when they are sad or frustrated. Children develop their physical skills. For example, when in the park they learn how to balance on logs. The childminder praises children's achievements. Children develop their feelings of self-worth. Practical experiences help children to learn about taking turns and sharing.

Outcomes for children require improvement

Overall, all children make steady progress from their starting points ready for the next stage in learning. For example, they gain independence, learn to count and enjoy looking at books.

Setting details

Unique reference number	EY442373
Local authority	Barnet
Inspection number	986595
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	6 August 2012
Telephone number	

The childminder registered in 2012. She lives in the London Borough of Barnet. She cares for children all day, Monday to Friday, throughout most of the year.

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