

Childminder Report

Inspection date	19 May 2016
Previous inspection date	15 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the 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 has a positive attitude towards developing the quality of her provision. She carries out thorough reviews, which involve her staff team, parents and other early years professionals. This has helped her to identify priorities for improvement and to action recommendations made at her last inspection successfully.
- Children make good progress in their learning and develop strong communication and language skills. They interact and play well with others.
- The childminder builds a cooperative relationship with parents, who willingly contribute to their children's ongoing learning in their own home and in the childminder's home.
- The warm and responsive childminder and staff team care for children well. The childminder has considered carefully how to manage daily routines to support individual children's needs effectively.

It is not yet outstanding because:

- The childminder does not make full use of all opportunities to help children make choices in their play to support their developing independence.
- Training is not always highly focused on developing skills and knowledge to assist the childminder in supporting children's learning even more effectively.

What the setting needs to do to improve further

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

- provide more opportunities for children to make choices about their play and build on their interests
- extend the plan for professional development so that it focuses more precisely on improving teaching skills to an even higher level, to help children make the best progress possible.

Inspection activities

- The inspector observed the childminder's teaching practice and the impact of this on children's learning.
- The inspector spoke to children at appropriate times during the inspection and held a meeting with the childminder.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's records and a range of other documentation, including the childminder's policies and procedures.
- The inspector spoke to parents and considered their views.

Inspector

Michelle Bassani

Inspection findings

Effectiveness of the leadership and management is good

The childminder's knowledge and understanding of how children learn are good. Her wealth of experience and her early years qualification help her to plan interesting and exciting experiences for children which are well matched to their learning needs. She undertakes training, for example, to update her skills and knowledge further. However, she does not always target her professional development precisely to benefit children. Safeguarding is effective. The childminder understands her role to protect children and keep them safe from harm. She knows what to do and who to contact if she or another member of staff has any concerns about a child's welfare.

Quality of teaching, learning and assessment is good

The childminder works in partnership with her co-childminder and assistant to provide an environment for children where they are motivated to explore the wide range of experiences on offer. Children's communication skills are advanced, for example, as the childminder pretends to eat breakfast that children have prepared for her or talks to them about nature as they paint bees and flowers. Children play outside each day, developing their physical skills. For example, they gain control and coordination when balancing on stepping stones or playing football. Even the youngest children develop an understanding of mathematical concepts, for example, when building towers with blocks and counting how many toy lions are in a row.

Personal development, behaviour and welfare are good

Children settle in quickly and form close relationships with the childminder and other staff. This helps them to feel emotionally secure and confident. The childminder encourages children to do things for themselves, such as feed themselves or tidy toys away. However, sometimes resources are not ready or easily found and this does not help children to build on their interests. Children eat nutritious, home-cooked meals that are freshly prepared each day. They learn about how their body works and what it needs to keep healthy, such as exercise, food and sleep. Children behave well and learn respect and consideration for each other's individual differences.

Outcomes for children are good

Children make good progress in their development. They learn important skills for the future. For instance, they socialise with children of different ages and learn to share and take turns. They develop reading skills when sharing books and related props, for example. These include handmade books which record children's own adventures at home with the 'Blue Bear' cuddly toy.

Setting details

Unique reference number	EY453458
Local authority	Barnet
Inspection number	1049731
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	12
Number of children on roll	11
Name of registered person	
Date of previous inspection	15 May 2013
Telephone number	

The childminder registered in 2012. She lives in Whetstone, in the London Borough of Barnet. The childminder operates full time, all year round. The childminder works with a co-childminder, who is her daughter, and an assistant. The childminder holds a recognised childcare qualification at level 3.

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