

Childminder report

Inspection date	22 March 2019
Previous inspection date	19 May 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 regularly reviews the service she provides parents and children. She uses this to enhance children's learning experiences. For example, she has developed opportunities for children to learn even more about the natural world.
- Since her last inspection, the childminder has continuously built on her professional knowledge. She has developed her understanding of how to support children's communication skills, including for those who are learning English as an additional language. She improves children's outcomes.
- The childminder is kind and warm with children. They are secure in their relationships with her and confidently turn to her for help and support, if needed. Children settle quickly and are happy and ready to learn.
- The childminder provides parents with detailed information about their children's care. Parents are provided with ideas to help them extend their children's learning at home. Children benefit from the continuity in their learning. They make good progress.
- Children respond excitedly to the interesting ways in which the childminder supports and extends their physical skills. The youngest children giggle with delight as they crouch, stretch, slide and balance.
- The childminder does not always identify opportunities to build on children's mathematical learning during activities.

What the setting needs to do to improve further

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

- enhance further opportunities for children to extend their mathematical learning during activities, to help them make even better progress.

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

Safeguarding is effective. The childminder understands 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 any children who may be at risk of being exposed to extreme ideas and behaviours. The childminder carries out regular risk assessments and uses these effectively to help her keep children safe. She ensures her assistant has the skills and knowledge he needs to carry out his work, for example, through regular training. The childminder forges good partnerships with parents, who praise the childminder and the information they receive about the progress their children are making.

Quality of teaching, learning and assessment is good

The childminder supports children's emerging literacy skills well. Children enjoy exploring a wide range of books and learn that they can obtain information from them as well as stories. The childminder provides children with interesting resources which support all areas of learning. For example, children spend time exploring play dough enriched with bright colours, locks and chains and relish dressing up. Children are provided with time to think about, and express, their ideas in their own words. They problem-solve as they decide where to put a snail they have found, to keep it safe. Children learn about local history during visits, for instance, to local museums.

Personal development, behaviour and welfare are good

The childminder constantly supports children in exploring their similarities and differences. For example, they explore photographs of their own families and those of other children who attend the setting. Children learn about people whose experiences may be different to their own, for instance, as they enjoy regular local walks. Children's emotional well-being is nurtured. They flourish in the inclusive environment the childminder creates. Children share their resources and include each other in their play. They behave well. Children enjoy carrying out simple acts of self-care as they put on their coats before going outside to play and wash their hands before eating.

Outcomes for children are good

Children are confident, self-motivated learners. They enjoy using their learning and create their own activities. For example, children use their developing imaginations as they pretend to fill their toy cars with petrol and then use them to create traffic jams. They use their language skills to express their ideas and thoughts. Children are curious, ask questions and are keen to explore new ideas. They develop the skills they need for the next stage of their learning, including school.

Setting details

Unique reference number	EY453458
Local authority	Barnet
Inspection number	10061426
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	12
Number of children on roll	13
Date of previous inspection	19 May 2016

The childminder registered in 2012. She lives in Whetstone, in the London Borough of Barnet. The childminder operates her service from Monday to Friday, 8am to 6pm, for 50 weeks of the year. The childminder works with a co-childminder and an assistant. The childminder holds a relevant early years qualification at level 3. She is in receipt of funding for the provision of free early years education for children aged three and four years.

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