

Childminder Report

Inspection date

14 September 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are extremely self-assured and secure in the care of this kind, caring and sensitive childminder. The warm, stimulating environment helps children to feel confident and ready to explore and learn.
- The childminder skilfully supports children's communication and language skills. For example, while reading stories, the childminder asks the children questions about what they can see in the book. All children who attend, including those who speak English as an additional language, make good progress.
- The childminder has good partnerships with parents. She keeps them well informed about their children's day and progress, which helps parents to participate in their children's learning and extend this at home. Parents speak highly about the quality of care their children receive, including how well the childminder considers their views.
- The childminder keeps her home safe for the children to explore. They move around with high levels of confidence. She applies the knowledge she acquires from training effectively to benefit children's welfare and safety.

It is not yet outstanding because:

- The childminder does not always extend learning opportunities for children to understand other people's lifestyles and cultures outside the community in which they live.

What the setting needs to do to improve further

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

- increase opportunities for children to learn more about other people's cultures and lifestyles, to extend their knowledge of the wider world beyond their immediate experience.

Inspection activities

- The inspector and the childminder discussed the systems she uses to observe and record children's progress, and the documents she uses to support her work.
- The inspector completed observations of the children as they engaged in activities with the childminder.
- The inspector looked at the rooms and resources the children use.
- The inspector sampled written feedback from parents, which the childminder made available during the inspection.

Inspector

Julie Biddle

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands her responsibility to protect children. She knows the signs and symptoms that may concern her about a child's welfare and understands how to report these. The childminder monitors her practice effectively and reflects on how she can improve it to benefit the children in her care. For example, she has made improvements to her home and garden to make the environment more interesting and stimulating for children. She values her professional development, reading relevant guidance to broaden her knowledge and extend children's care and learning experiences. The childminder assesses children's progress effectively. She uses this knowledge successfully to identify and close any gaps in their development.

Quality of teaching, learning and assessment is good

Children enjoy their time with the childminder. They have fun as they play and learn. The childminder values and respects children's home languages and backgrounds. She speaks to children in both English and Spanish, and helps them to understand how to use both languages successfully. The childminder helps children to understand about healthy lifestyles and the importance of physical exercise. For example, children enjoy watering the vegetables they have planted, and they laugh when they play on the swing and ask the childminder to push them higher. The childminder helps children to understand about mathematics as they play. For example, she asks them how many objects are left in the jar and if it is empty or full.

Personal development, behaviour and welfare are outstanding

Children flourish in this highly stimulating, caring and nurturing environment. They are excited and motivated to learn, as the childminder knows their interests very well. Children are highly confident to make choices and include the childminder in their play decisions. She plans practical activities that help children to understand changes in their own lives and their place in the world. For example, when children are waiting for the birth of a new brother or sister, she helps them to learn about new babies and how to care for them, supporting children's emotional well-being extremely well. Children are exceptionally well behaved. The childminder helps children to respect others. For example, she gently reminds them about listening to others and sharing.

Outcomes for children are good

Children are making at least typical progress in relation to their starting points. They develop good communication and language skills. Children who speak English as an additional language rapidly gain confidence in their own abilities to speak English. For example, when cutting a birthday cake, they sing 'Happy Birthday' in Spanish and English. Children develop essential skills for the next stage in their learning and for school.

Setting details

Unique reference number	EY482921
Local authority	Barnet
Inspection number	994873
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	1
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2014 and lives in the London Borough of Barnet. She cares for children all day, Monday to Friday, and operates throughout most of the year. The childminder can care for a child overnight. She speaks both Spanish and English.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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