

Childminder report

Inspection date	25 April 2019
Previous inspection date	7 June 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding Good	1 2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Self-evaluation is excellent. The childminder continuously looks for ways she can continue to improve her provision. She develops excellent plans for improvement which take into account the views of parents, children and her assistant.
- The childminder demonstrates that she is highly experienced and has excellent skills to support children's learning. The childminder skilfully links each activity to children's next steps in learning. She plans innovative, inspiring activities and presents children with highly effective challenge, which help them to make rapid progress.
- The childminder undertakes a wide range of regular training and successfully embeds her new learning into her practice. She fully supports her assistant so he has an equally deep understanding of what is required to meet children's needs and ensure the safe and efficient management of her provision. This enables her to follow a finely tuned programme to support her and her assistant's continuing excellent professional development.
- The childminder provides consistently high-quality learning experiences for children. For example, in the garden, the childminder seamlessly promotes children's mathematical development. She shows them the difference in sizes and encourages counting, while they practise jumping from one stepping stone to another.
- Children's behaviour is superb. The childminder fully encourages children to use words to describe their feelings and understand their emotions. This ignites young children's feelings of empathy and they show high levels of care towards others.
- Children explore a vast range of sensory activities that stimulate their learning. For instance, young children squeeze paint and squish paint onto their hands and brushes, and mix it using the water while it is raining. They watch the paint mix in their hands and through their fingers.

What the setting needs to do to improve further

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

- continue to support children's extremely high levels of curiosity and expand on opportunities for children to fully explore mark making, to develop their excellent early literacy skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector discussed a planned activity with the childminder.
- The inspector held discussions with the childminder and children at suitable times.
- She looked at relevant documentation, such as evidence of the suitability of the childminder and household members.
- The inspector read and took account of the written feedback and questionnaires provided by parents.

Inspector

Anahita Aderianwalla

Inspection findings

Effectiveness of leadership and management is outstanding

Arrangements for safeguarding are effective. The childminder and her assistant have a deep awareness of the work of her Local Safeguarding Children Board and local child protection issues. The childminder develops highly productive relationships with parents from the start. Parents consistently contribute towards their children's assessments and share photographs and information from home almost daily. This enables the childminder to make highly accurate assessments of children's rapid progress. Extremely effective monitoring of children's progress helps the childminder to identify where further improvements can be made to her practice. This supports children's excellent achievements and rapidly closes any possible gaps in their learning.

Quality of teaching, learning and assessment is outstanding

The childminder is highly reflective and consistently reviews and, when required, adjusts the ways she plans for children's learning. For instance, toddlers revel in the rain, as they enjoy getting wet. She quickly adds paint, and large brushes for children to paint the grass and floors with water they collect from the rain drops. The childminder is keen to provide even further opportunities for children to develop their excellent early literacy skills. Children's development is excellent and they are making particularly strong progress in their communication and language skills. She places a very strong focus on teaching toddlers to communicate. Song and rhyme times are lively occasions, where the childminder weaves different aspects of teaching to stimulate children's interest. The childminder supports young children to gain very high levels of curiosity and helps them to concentrate superbly for their age.

Personal development, behaviour and welfare are outstanding

Children really benefit from expert interactions with the childminder and show extremely high levels of independence for their age. For example, young children feed themselves and use cutlery extremely well at mealtimes. The childminder welcomes children into her friendly, highly stimulating home environment. They develop superb relationships with her and other children. The childminder successfully teaches children about the differences between themselves and others. Together, the childminder and children look at photographs of their family members and talk about the people who are special to them. This increases children's very strong sense of belonging and understanding of the differences in families.

Outcomes for children are outstanding

Young children already show the characteristics they need to be school ready and successful in their future learning. Toddlers have a highly impressive ability to make connections in their learning very quickly. For example, young children learning new words independently run to get a clock from the home corner, as they rapidly make connections to words in songs, while they sing 'Hickory Dickory Dock'. In addition, when playing in the rain outdoors, children practise tipping and pouring water, using watering cans. They splash and scream with delight as they jump into the puddles they make, increasing their excellent physical skills.

Setting details

Unique reference number	EY381677
Local authority	Barnet
Inspection number	10061409
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 1
Total number of places	6
Number of children on roll	3
Date of previous inspection	7 June 2016

The childminder registered in 2008. She lives in the North Finchley area, in the London Borough of Barnet. She works with one assistant, who is her husband, on a part-time basis only. The childminder provides care Monday to Friday from 8am to 6pm and operates all year round, apart from family holidays and bank holidays. She holds a relevant qualification in childcare at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

