

Childminder report

Inspection date	26 September 2018
Previous inspection date	24 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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

The provision is good

- The childminder is warm, kind and caring. Children feel secure and turn to her for help and support, if needed. Parents particularly praise the 'incredible rapport' they say the childminder builds with their children. This is a key strength of her practice.
- Children easily access a wide range of interesting resources. They confidently use them to direct their own learning and follow their interests. Children are supported in becoming independent learners.
- The childminder constantly reflects on her practice. She uses this effectively to identify areas for improvement. For example, she has identified additional opportunities to build on her skills and knowledge even further to support children who have special educational needs and/or disabilities.
- The childminder carefully supports children in learning about how their behaviour impacts on others. They learn to share and take turns. Children behave well.
- Children benefit from a variety of interesting opportunities to learn about their similarities and differences.

It is not yet outstanding because:

- The childminder is not always as effective as possible in challenging children's abilities to think and work out problems for themselves.
- Information collected about what children know and can do when they first join the setting is not used as effectively as possible to establish accurate starting points.

What the setting needs to do to improve further

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

- identify how children can be supported to work out problems for themselves to extend their learning even further
- use information gathered when children first join the setting more effectively to establish starting points for children's learning and sharply focus planning from the outset.

Inspection activities

- The inspector looked at the rooms and resources used by the children.
- The inspector observed the children as they were engaged in a variety of activities. The inspector discussed the children's activities with the childminder.
- The inspector considered how the childminder reflects on her practice and the links she makes with parents.
- The inspector discussed how the childminder observes and assesses the children's progress.
- The inspector discussed with the childminder how she met the recommendations set at the last inspection.

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 or behaviours. The childminder regularly accesses training. She uses the knowledge she gains effectively, for example, to enrich children's opportunities to learn about the natural world. The childminder carries out regular risk assessments. She uses these to create strategies to help her to keep children safe and well.

Quality of teaching, learning and assessment is good

Children enjoy a range of exploratory activities. For example, they become engrossed in spooning and squeezing jelly. They laugh delightedly as they discover letters, numbers and dinosaurs hidden inside it. The childminder consistently supports children's physical well-being. Children enjoy regular walks to local groups, the library and green spaces. Children delight in learning about technology as they excitedly press buttons on resources that make different animal sounds. The childminder extends children's learning as she enriches the activity and introduces new ways of making sounds. Parents receive support in extending their children's learning at home. Children benefit from the continuity in their learning.

Personal development, behaviour and welfare are good

Children learn about leading a healthy lifestyle. For example, they explore baskets of fresh fruit and vegetables. They are able to express their needs confidently, for instance, if they are hungry or tired. Children learn to care for their resources and environment. They happily tidy up toys when they have finished playing with them. Children enjoy carrying out simple, manageable tasks as they collect a chair to sit on at snack time and cut their own banana. The childminder skilfully nurtures children's emotional well-being. They form good bonds with each other and are happy and settled.

Outcomes for children are good

Children are confident and self-motivated. They enjoy using their developing imaginations as they play tea parties and pretend to cook. They use their emerging literacy as they explore letters and choose books to look at. Children excitedly explore shapes and numbers. They gain satisfaction from their learning and delight in sharing it with others. All children make good progress. They are prepared well for the next stage in their learning.

Setting details

Unique reference number	EY334420
Local authority	Haringey
Inspection number	10063383
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	24 March 2016

The childminder registered in 2006. She lives in Hornsey within the London Borough of Haringey. The childminder operates her service Monday to Friday from 8am to 6pm, all year round.

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