

Childminder report

Inspection date: 15 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder and her assistant provide a warm, welcoming and homely environment in which children learn and flourish. Children form close attachments with the childminder and her assistant and show that they feel secure, cared for and settled. Younger children approach them readily for cuddles and reassurance, confident that their needs will be fully understood. Children look forward to story and song time and become excited when their favourite nursery rhymes come up. They watch carefully and follow the actions of the songs as they join in. Children behave well and enjoy the company of others. They play cooperatively and learn to share and take turns. The childminder has high expectations for children and these are demonstrated in her practice. For example, she has identified that younger children are interested in farm animals and has created a toy farm. Children became excited and were looking for their favourite animals hidden in the hay. The childminder skilfully extended their vocabulary and language skills further, by asking them interesting questions about nature and farm life. Children develop good listening skills and learn to consider the views of others. They show a positive attitude to learning and enjoy the activities the childminder plans to help motivate and challenge them to learn. However, at times, the childminder misses opportunities to encourage children to develop their early writing skills.

What does the early years setting do well and what does it need to do better?

- The childminder and her assistant help children to enjoy the benefits of a healthy lifestyle. For instance, children adopt good hygiene routines and enjoy healthy meals and snacks. They develop strong physical skills as they practise their small- and large-muscle movements indoors and outdoors.
- The childminder regularly monitors and tracks children's progress effectively. She quickly puts plans in place to help children make good progress from their starting points. Children gain useful skills for their future learning. The childminder regularly shares information with parents about their children's progress and provides them with ideas for home learning.
- Children behave well. The childminder helps children develop their understanding of routines and boundaries effectively. Children respond positively to the childminder and her assistant, who use praise and encouragement to acknowledge children's achievements. For example, they praised children who helped to tidy away the toys when they had finished playing.
- The childminder is passionate about supporting children's early communication and language skills. She reads to children in a way that engages them fully, and she gives them plenty of time to express themselves and ask questions. For example, children were eager to identify objects from their favourite books and used their imaginations to extend the stories. However, at times, the childminder misses opportunities to help children access resources to fully develop their early

writing skills.

- The childminder provides many opportunities for children to develop their independence and increase their confidence. For example, younger children persevere well to complete tasks, such as eating their own meals and washing their hands before eating. They have good opportunities to learn about the differences between themselves and others. For example, children enjoy regular walks in the local community and visit the library and local parks. They gain an awareness of the world around them and learn to develop confidence in social situations.
- Children have many opportunities to develop their problem-solving skills effectively. For example, they eagerly scooped rice and pasta into their cups. The childminder supported them to count, and used the words 'full' and 'empty' as they filled their cups. This helps to boost children's understanding of mathematical concepts.
- The childminder reflects on her practice well. She shows a good commitment to keeping her professional knowledge up to date to help raise the quality of her provision. She considers feedback from parents, children, her co-childminder and her assistants when evaluating her setting. The childminder plans ongoing enhancements to the provision and extends children's overall learning experiences. She has addressed the recommendations from the previous inspection well. For example, she makes good use of opportunities to support children's listening and turn-taking skills as they play.
- The childminder has established strong and effective partnerships with parents, to help meet children's individual needs and support their development. Parents are complimentary about the learning and care their children receive. However, the sharing of information with other early years providers the children attend does not promote a shared approach to children's learning and care effectively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants receive regular safeguarding and first-aid training. They demonstrate a good understanding of safeguarding. They know about the signs that indicate a child may be at risk of harm and how to report a concern. The childminder completes risk assessments on her home and on outings to ensure that children are kept safe and secure.

What does the setting need to do to improve?

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

- provide more opportunities to help children develop their early writing skills
- strengthen partnerships with other early years settings children attend to routinely support and complement children's care and learning experiences.

Setting details

Unique reference number	EY422744
Local authority	Haringey
Inspection number	10063397
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 8
Total number of places	12
Number of children on roll	16
Date of previous inspection	11 February 2016

Information about this early years setting

The childminder registered in 2011 and lives in the London Borough of Haringey. She works with a co-childminder and two assistants. The childminder offers full- and part-time care each weekday from 8am to 6pm throughout most of the year. She provides funded early education for children aged three and four years old. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Yasmine Hurley

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector and the childminder jointly observed the assistant and the children, and evaluated an activity together.
- The inspector looked at the areas of the premises used for childminding and sampled relevant documentation, including children's records.
- The inspector held discussions with the childminder and her assistant, and spoke with children at appropriate times during the inspection.
- The inspector reviewed parents' feedback by sampling written documents.

We carried out this inspection 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.

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