

**Inspection date**

11 February 2015

Previous inspection date

15 June 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

**This provision requires improvement. It is not yet good because:**

- The childminder has not ensured that she has maintained a valid qualification in paediatric first aid in order to keep her skills and knowledge up to date. This is also a breach of the requirements of the Childcare Register.
- The childminder's evaluation of her practice has not been sufficient to ensure that it meets all statutory requirements for childcare providers with regard to the qualifications required.

**It has the following strengths**

- The childminder provides children with a welcoming, well-resourced environment so that they learn through play and are prepared for school.
- The childminder has a good understanding of how to meet the learning and development requirements. She communicates effectively with her assistant in order to monitor the quality of teaching and learning.
- The childminder identifies children's starting points, their progress and future learning needs, so that learning steadily builds on what children already know.
- Children's individual learning needs are met because teaching has a consistent focus on individual children and family needs.
- The childminder has an appropriate understanding of how to identify and report any safeguarding concerns in order to protect children's welfare. She knows how to minimise risk in order to support children's safety.
- The childminder knows how to work in partnership with parents and other settings children attend so that she provides continuity of care and learning for children.

## **What the setting needs to do to improve further**

### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that a valid qualification in paediatric first aid is held at all times in order to support children's welfare.

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

- improve the arrangements for evaluating practice in order to recognise key areas for improvement and identify training needs.

### **To meet the requirements of the Childcare Register the provider must:**

- ensure that an appropriate qualification in first aid is held at all times (compulsory part of the Childcare Register)
- ensure that an appropriate qualification in first aid is held at all times (voluntary part of the Childcare Register).

## **Inspection activities**

- The inspector viewed areas of the childminder's home used for childminding.
- The inspector reviewed the childminder's policies and documentation, including those for assessing children's development and safeguarding.
- The inspector observed children in their play and the interaction between the children, childminder and her assistant.
- The inspector spoke to the children, the childminder and her assistant.

### **Inspector**

Catherine Greene

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The childminder has a good understanding of how to meet the learning and development requirements. She offers a friendly, welcoming environment with a broad selection of toys and resources. The childminder encourages older children to express their views through discussions, which enable them to have a say in what they would like to do. She joins in with children as they play and talks with them all the time. During a creative activity the younger children watch the older ones carefully, copying how they use the materials and tools. They are learning to shape the modelling clay and stick colourful decorations to their pictures and cards. The childminder talks to children, naming objects as they play and describing what they are doing to promote their language and communication. Children enjoy exploring different materials while the childminder gives them the time and space to explore these sensory aspects. The childminder's written observations and assessments mean that she is well prepared to complete the required progress check for two-year-old children.

### **The contribution of the early years provision to the well-being of children requires improvement**

The childminder works closely in partnership with parents to provide their children with healthy food and drinks. She plans daily activities in her well-resourced garden so that children can be active during outdoor exercise. The childminder teaches children how to stay safe and maintains appropriate measures to minimise the risk of accidents. However, she does not hold a current first-aid certificate in order to maintain her knowledge and skills for dealing with any minor accidents. Children develop confidence and learn the self-help skills they need as they move on to nursery and school. They learn how to be independent and manage personal hygiene routines, such as washing their hands before eating and after using the toilet. The childminder manages children's behaviour appropriately for their age. Children show that they feel emotionally secure in the childminder's care.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

The childminder generally reflects on her practice and uses feedback from meetings with parents and from parent questionnaires to find out what she is doing well, and what can be done to improve. However, she has failed to identify the breach in requirements in relation to first-aid training. The childminder demonstrates appropriate knowledge of how to manage most other areas of her practice. She reflects on practice during weekly meetings with her assistant to ensure they are clear about their responsibilities. She understands how to seek support from other professionals if children do not meet the individual targets set for them. Children make good progress in their learning as a result of the childminder's careful planning and assessments.

## Setting details

<b>Unique reference number</b>	402897
<b>Local authority</b>	Haringey
<b>Inspection number</b>	814279
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15 June 2012
<b>Telephone number</b>	

The childminder registered in 2001. She lives in a house in the London Borough of Haringey and works with her husband as her assistant. The childminder is registered on the Early Years Register and the compulsory and the voluntary parts of the Childcare Register. The childminder works each weekday throughout most of the year.

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