

Childminder Report

Inspection date

8 March 2016

Previous inspection date

9 November 2011

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

This provision is good

- The childminder has a very kind and caring nature. She is attentive to children's needs and they have developed close bonds with her. This provides a strong base for their learning and development, and their emotional well-being.
- The childminder provides a broad selection of resources and activities that interest children and engage them in purposeful play. She uses children's interests to plan various learning experiences for them.
- Children have plenty of opportunities to make choices about what they do and to lead their own learning. They make good progress from their starting points and are well prepared for school.
- Children behave very well. The childminder provides children with clear boundaries and she is a positive role model. Children are considerate to each other and well mannered.
- The childminder works well with parents and offers them practical information about ideas of what to do and how to promote children's learning at home.

It is not yet outstanding because:

- Occasionally, babies have fewer opportunities to discover and freely explore in all environments. This means, at times, they are less motivated.
- The childminder does not make the most of opportunities for older children to use and explore modern technology toys to help them understand the world around them and how things work.

What the setting needs to do to improve further

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

- provide more opportunities for younger children to discover and explore in all environments, so they are highly motivated
- provide more opportunities for older children to use and explore modern technology to help understand the world around them and how things work.

Inspection activities

- The inspector observed activities and the childminder's interaction with children throughout the inspection.
- The inspector sampled children's planning and assessment documents, and looked at the registration records.
- The inspector checked evidence of the childminder's suitability to work with children and sampled her policies and procedures.
- The inspector held conversations with the childminder, parents and children during the inspection.

Inspector

Nataliia Moroz

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of safeguarding issues and knows how to report any concerns she has about children in her care. The childminder has met the action and addressed the recommendations from the last inspection well. For example, the childminder now has robust self-evaluation systems in place and maintains continuous improvements in her setting by reviewing her practice and taking account of parents' and children's views. The childminder successfully seeks the opinions of other providers to make changes that benefit the children in her care. She has mainly attended mandatory training and this keeps her up to date with procedures to promote children's welfare effectively.

Quality of teaching, learning and assessment is good

The childminder regularly observes children's play and offers experiences that match their needs and extend their play. For example, older children learn about real money through various creative and role-play activities, which support children in developing their skills in language and mathematics. The childminder helps children to learn about the local community and beyond their immediate family. For example, they visit local playgrounds, shops and the library, which also helps to extend their social skills and promote their readiness for school or nursery.

Personal development, behaviour and welfare are good

The childminder spends time getting to know the children when they start so that she can understand what interests them to promote their learning. This helps her to establish correct starting points and monitor their future learning and development. Children enjoy play with the childminder and confidently explore resources that are within their reach. The childminder promotes children's health very well. Children eat nutritious meals, have regular fresh air and follow good hygiene routines. They receive plenty of affection to boost their confidence and self-esteem. For example, the childminder praises children for achievements and takes pictures to share with parents.

Outcomes for children are good

All children make good progress. They respond positively to the childminder's good interactions and are expressive and confident. The childminder extends children's communication and language skills well. For example, she regularly reads books with children and holds meaningful conversations about their home life. Children show good levels of independence. For example, even younger children are able to put on their coats and take off their shoes. The childminder helps children to prepare for school. She makes use of the visits to school to help children become familiar with their environment. This helps to reassure the children about the changes ahead of them.

Setting details

Unique reference number	EY428343
Local authority	Haringey
Inspection number	838873
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	7
Name of provider	
Date of previous inspection	9 November 2011
Telephone number	

The childminder registered in 2011. She lives in the Tottenham area, in the London Borough of Haringey. The childminder operates from 8am to 6pm all year round apart from three weeks of her holiday. The childminder receives funding to provide free early education for children aged two, three and four years. The childminder has an Early Years Foundation Degree.

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