

# Childminder Report

**Inspection date**

6 April 2016

Previous inspection date

14 October 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 good understanding of her role in meeting the requirements to keep children safe and promote their welfare.
- The childminder develops close and strong relationships with parents. She requests that parents share information about their children to establish a shared approach to children's care and learning, and to achieve good outcomes for them.
- The childminder supports children's physical and emotional needs well and is a good role model. Children develop positive attitudes towards others and they behave well. They are confident, and motivated to learn and make good progress.
- The childminder successfully promotes her professional development and evaluates her practice well. For example, she has completed further training as part of developing her already good teaching skills.
- The childminder has a good understanding of the importance of sharing information with external agencies so that children receive continuity in their learning and development.

### It is not yet outstanding because:

- On occasion, the childminder does not use all opportunities to encourage children to explore simple mathematical ideas, such as during their everyday play.
- The childminder misses opportunities to extend further children's awareness of technology, to strengthen their exploration skills and learn about 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:

- extend opportunities for children to explore and learn about information and communication technology further, to increase their understanding of the wider world
- make better use of everyday opportunities to strengthen further children's early awareness of mathematics.

### Inspection activities

- The inspector observed the quality of the interactions between the childminder and the children.
- The inspector viewed a range of documentation that the childminder completes for children, including records for the effective management of her provision.
- The inspector undertook a tour of the premises used for childminding purposes.
- The inspector held discussions with the childminder about her self-evaluation processes.

### Inspector

Anahita Aderianwalla

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows how to identify any concerns that may affect a child's welfare. She knows how to follow procedures correctly in order to report any welfare issues. She carries out thorough risk assessments to help her to identify and remove any dangers to children. The childminder closely monitors children's development to effectively identify and close any emerging gaps in their learning. The childminder has met the recommendations from the previous inspection. She continues to develop her practice and skills, such as through research and training. Additionally, she reviews and updates her practice well to drive improvement, in order to meet the needs of the children and develop her quality of teaching.

### Quality of teaching, learning and assessment is good

The childminder offers children a wide variety of interesting and exciting learning opportunities. For example, young babies enjoy sticking and gluing different shape stickers and make patterns, effectively using their imaginations and creative skills. The childminder promotes children's early reading skills well. For example, children enjoy listening to stories; they begin to understand how to lift the flaps and learn to turn the pages. Babies happily play with other children and learn to express their ideas. For example, they share construction resources and giggle as they watch the building blocks fall over. Children develop good hand-to-eye coordination skills, for example, young children enjoy puzzle activities and learn to problem solve from an early age.

### Personal development, behaviour and welfare are good

The childminder carefully plans activities and resources which best suit children's individual needs. She provides a rich and stimulating learning environment. Children independently choose the activities and are always busy and occupied. Children learn about safety. For example, the childminder implements good daily routines where she encourages young children to tidy up after play. The childminder effectively promotes children's awareness of the differences and similarities between themselves and others in the community. For example, children enjoy visiting local childminding groups, and they learn to adopt respectful, positive attitudes towards others, in preparation for school. The childminder helps children to adopt healthy lifestyles to promote their good health. She tends to their daily personal care needs well.

### Outcomes for children are good

Children are good communicators; they express their needs clearly and develop good relationships with the childminder and one another. Babies and young children are very settled, happy and secure. For example, they learn to play games together and develop good personal, social and emotional skills to support their next stages in learning.

## Setting details

<b>Unique reference number</b>	140276
<b>Local authority</b>	Haringey
<b>Inspection number</b>	836584
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14 October 2011
<b>Telephone number</b>	

The childminder registered in 2001. She lives in Tottenham, in the London Borough of Haringey. She works Monday to Friday, from 7.30am to 6pm, and offers full-time care throughout the year, except for family holidays.

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto: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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

