

Childminder Report

Inspection date

18 August 2016

Previous inspection date

18 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 successfully addressed the actions and recommendations from her last inspection. She has developed her self-evaluation process to support her to identify strengths and weaknesses in her practice.
- The childminder has a good knowledge of how children learn and develop. She monitors their progress and uses the information to plan for their individual needs. All children progress well in their learning and development.
- Children are happy in the childminder's care and enjoy a close bond with her. They benefit from the childminder's familiar support and individual attention.
- Children behave well. The childminder teaches them to respect others, share and take turns. She offers children encouragement and praise. This supports their emotional well-being, confidence and self-esteem.
- The childminder carries out regular risk assessment of her home and outings. She ensures the environments that children spend time in remain safe for them to play.

It is not yet outstanding because:

- The childminder does not always make effective use of settling-in times to find out from parents what their children already know and can do, so she can provide the best support for each child from when they first start.
- Children do not always have enough opportunities to increase their awareness of what makes them unique and how other people are similar or differ.

What the setting needs to do to improve further

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

- gather more detailed information from parents when children first start, in order to identify children's starting points and target effective teaching from the outset
- increase opportunities for children to extend their understanding of similarities and differences between themselves and others.

Inspection activities

- The inspector observed interactions between the children and the childminder, and reviewed the quality of her care and teaching.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector sampled a range of documentation, including the children's development folders and policies and procedures.
- The inspector sampled written feedback from parents about the service.

Inspector

Phyllis Cooper

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has updated her knowledge of safeguarding. She has clear policies and procedures that outline the action to take if she has concerns about a child's welfare. The childminder has developed her skills since the last inspection and is keen to improve. She has a focused programme for her professional development to raise the quality of teaching and ensure better outcomes for children. The childminder regularly meets with other professionals to share good practice. She continuously reflects on her service, taking into account the parents' and children's views to help her improve.

Quality of teaching, learning and assessment is good

The childminder maintains positive relationships with parents. She has made several changes to her practice since the last inspection; for example, she effectively monitors children's ongoing progress. The childminder carries out regular observations and assessments, which she uses to plan for children's individual needs. She organises her resources effectively to allow children to choose suitably challenging experiences. For example, they enjoy investigating and solving problems independently with push-button toys and puzzles.

Personal development, behaviour and welfare are good

The childminder provides a welcoming environment, where children are confident and comfortable. Children settle well and form happy attachments to the childminder. She supports their emotional well-being effectively, using calm and consistent interactions. The childminder is responsive to the needs of individual children. For example, she recognises when young children are tired and supports them appropriately. The childminder meets children's health and dietary needs effectively. For example, she ensures they have healthy snacks and reinforces good hygiene routines. Children benefit from lots of fresh air and physical exercise. For example, they thoroughly enjoy playing in the garden on a range of fixed equipment and take regular trips in the community.

Outcomes for children are good

Children gain a range of key skills that prepares them well for their next stage of learning and the move to nursery and school. All children are confident communicators and develop good communication and language skills. For example, children listen to the childminder read stories and learn new words to increase their growing vocabulary.

Setting details

Unique reference number	140208
Local authority	Haringey
Inspection number	1054723
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 1
Total number of places	6
Number of children on roll	1
Name of registered person	
Date of previous inspection	18 June 2015
Telephone number	

The childminder registered in 1991. She lives in Tottenham, North London. The childminder cares for children on Monday to Friday from 8am to 6pm and operates her service throughout the year.

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