

# Childminder report

<b>Inspection date</b>	17 October 2018
Previous inspection date	27 April 2016

<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 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

### The provision is good

- The childminder regularly reflects on the service she provides. She gathers parents' views and ideas, and uses this information to drive forward improvements to children's learning experiences.
- Children easily access a range of interesting and stimulating resources. They are supported well in becoming independent learners. All children make good progress.
- The childminder works effectively with parents. She regularly provides them with help and support in extending their children's learning at home. Children benefit from the continuity in their learning.
- The childminder is warm, gentle and caring. She skilfully supports children's emotional well-being. Children enjoy her company and are secure in their relationship with her. They confidently turn to her for help and support, if needed.
- The childminder understands how to support the development of children across all areas of learning. She improves outcomes for children.

### It is not yet outstanding because:

- The childminder does not fully explore additional ways to help her build further on her skills, knowledge and practice, to help children make even better progress.
- While the childminder makes regular observations about children's learning, she does not monitor their progress as consistently to help her to plan what children need to learn next.

## What the setting needs to do to improve further

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

- consider ways to focus professional development and raise the quality of teaching even further
- review how children's progress is monitored to help focus planning even more precisely.

### Inspection activities

- The inspector looked at the rooms and resources used by the children.
- The inspector observed the children as they were engaged in a variety of activities. The childminder discussed the children's activities with the childminder.
- The inspector considered how the childminder reflects on her practice and the links she makes with parents.
- The inspector discussed how the childminder observes and assesses the children's progress.
- The inspector discussed with the childminder how she met the recommendations set in the last inspection.

### Inspector

Ceri Callf

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder understands the signs and symptoms that may give her cause for concern about the welfare of a child in her care. She knows the procedure to follow if she has any concerns. She has made herself aware of how to identify any children who may be at risk of being exposed to extreme ideas or behaviours. The childminder carries out regular risk assessments. She uses these effectively to help her keep children safe. For example, gates prevent children from accessing stairs unsupervised.

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

The childminder skilfully builds on children's immediate interests to support their learning. For example, she extends children's mathematical development as they explore time and the numbers on a clock together. Children think about their likes and dislikes as they use their emerging imaginations during play. They make a 'picnic' and confidently talk about which foods are healthy and which are not. They learn about leading a healthy lifestyle. The youngest children excitedly move to music and join in with nursery rhymes and favourite songs. Children's physical development is supported well. The childminder carefully supports children's communication and language skills. Children enjoy holding conversations and excitedly express their ideas in their own words.

### Personal development, behaviour and welfare are good

Children are secure and settled. They behave well. Younger children are gently and carefully supported in learning how their behaviour impacts on others. The childminder provides children with well-directed praise so they know what they have achieved. Children enjoy regular, interesting outings into the local community and learn about people whose experiences may be different to their own. They delight in visiting local green spaces and drop-in groups. They learn to play in larger groups of children and develop their social skills. Children support each other's learning during activities. Older children laugh as they show younger ones how to pretend to row boats while they sing together. These skills support them in the next stage of their learning.

### Outcomes for children are good

Children are confident, independent and self-motivated. They enjoy their learning and are keen to share this with others. For example, they eagerly explain how they keep themselves safe and well as they wash their hands before eating and after preparing the fruit they are having for snack. They use their mathematical skills as they share the pieces of fruit out equally. Younger children smile as they press buttons, making resources light up and make sounds. They delight in using their developing skills to explore technology. Children are happy and enjoy their day.

## Setting details

<b>Unique reference number</b>	EY398882
<b>Local authority</b>	Haringey
<b>Inspection number</b>	10063390
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	27 April 2016

The childminder registered in 2009. She lives in Finsbury Park, in the London Borough of Haringey. She operates her setting from 8am to 6pm, Monday to Thursday, for 50 weeks of the year. The childminder holds a relevant early years qualification at level 3.

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.ofsted.gov.uk](http://www.ofsted.gov.uk). 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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

