

# Childminder report

<b>Inspection date</b>	13 December 2018
Previous inspection date	16 July 2015

<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

### This provision is good

- The qualified childminder is professional and organises her routines and documentation well. She makes effective use of professional development opportunities to further enhance her practice. For example, she has improved her understanding of how babies learn and shares ideas with parents to help them support their children's progress at home.
- Children demonstrate that they have formed warm and caring relationships with the childminder. They readily turn to her for reassurance or guidance and enjoy involving her in their play. Parents' comments reflect how much they value and appreciate the high standard of care that the childminder provides.
- The childminder forms effective partnerships with parents to support children's welfare and learning needs. For instance, she shares her observations of children's play with their parents and they work together to boost children's learning.
- Children are confident and enthusiastic learners. They make good progress from their starting points and are working comfortably at levels typical for their age. They develop good hand-to-eye coordination and competently demonstrate physical skills, such as joining construction toys together or pouring dry sand into containers.
- The childminder sometimes misses opportunities to help children learn about healthy lifestyles, particularly relating to their understanding of healthy eating.

## What the setting needs to do to improve further

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

- develop further the opportunities to help children learn about healthy lifestyles and how this contributes to their own well-being.

### Inspection activities

- The inspector observed a range of activities and discussed this with the childminder to assess the quality of teaching and its impact on children's learning.
- The inspector held discussions with the childminder at various points throughout the inspection.
- The inspector looked at a sample of documentation.
- The inspector spoke to children during the inspection and considered their views and experiences.
- The inspector held discussions with parents and took account of their views from their written feedback.

### Inspector

Sarah Crawford

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder attends regular training to maintain a secure understanding of child protection and other safeguarding issues. She knows the signs that might indicate a child being at risk of harm and how to report any concerns about children's welfare. The childminder assesses potential risks to children in her home or when on outings, and ensures that measures are in place to help keep them safe. The childminder regularly reviews her provision to identify strengths and where she can develop her service further. She takes account of the views of parents and children when making plans for improvement. For instance, she has responded to parents' requests that older children occasionally have packed lunches to help them prepare for starting school.

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

The childminder regularly observes children and carefully monitors their progress. She uses what she knows about their interests and abilities to plan effectively for the next stages in their learning. For example, she draws on children's interest in an ice-cream van to enhance their imaginative play and introduces new words to help develop their language skills. The childminder teaches children how to count and solve simple calculations. For instance, during number rhymes, she demonstrates how to use their fingers to represent how many ducks are left each time one is taken away. Where children also attend school, the childminder forms effective links with staff to ensure that there is good continuity in children's care and learning.

### Personal development, behaviour and welfare are good

The childminder provides clear expectations for behaviour and helps children to learn important social skills, such as how to share, take turns and cooperate with others. Children's behaviour is good. The childminder teaches children to understand and respect differences between themselves and others. For instance, her resources reflect positive images of people from diverse backgrounds and of varying abilities. She plans activities throughout the year to help children to learn about different cultural events and customs. Children enjoy being active and relish the daily opportunities to play outdoors, either in the childminder's garden or at the nearby park. This helps them to develop strong physical skills and contributes to their good health.

### Outcomes for children are good

Children acquire a good range of skills to support their continuous learning and help them prepare for their eventual move to school. Children learn to count and begin to recognise shapes and colours. They listen attentively to stories, learn about rhymes and explore different ways to make marks, helping to form strong foundations for literacy. Children learn about keeping safe and follow good hygiene routines, such as washing their hands before eating and after outdoor play. They are curious about the lives of others and explore this through their pretend play. For example, they act-out various jobs and occupations during their role-play games.

## Setting details

<b>Unique reference number</b>	140302
<b>Local authority</b>	Haringey
<b>Inspection number</b>	10063355
<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>	2 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	16 July 2015

The childminder registered in 1985. She operates for most of the year, all day, from Monday to Friday. The childminder holds a relevant childcare qualification at level 3. She works with another registered childminder.

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)

