

Childminder report

Inspection date	5 August 2019
Previous inspection date	5 August 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 childminder constantly thinks about the service she provides. She regularly seeks parents' views and ideas. The childminder uses the information she gathers from parents effectively to support children's learning and development.
- Children benefit from the childminder's focus on developing her professional skills and knowledge. She keeps her knowledge up to date and uses a wide range of sources to deepen her understanding of how children learn. The childminder incorporates her learning into her practice to enhance children's learning experiences.
- The childminder monitors children's learning and identifies what they need to learn next. She uses her assessments to carefully plan how to support each child's individual needs. Children make good progress in all areas of their learning and particularly in their communication and language skills. Children who are learning English as an additional language are supported well.
- Children enjoy a range of interesting opportunities to learn about the natural world. For example, they excitedly examine insects and bugs they collect, watch animals in local zoos and enjoy growing fruit and herbs.
- The experienced and dedicated childminder nurtures children's emotional well-being. Children are secure in their relationships with her and her assistant.
- The childminder does not consistently connect her praise to what children do. As a result, children sometimes do not fully understand what they have achieved.

What the setting needs to do to improve further

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

- explore ways in which children can be supported more clearly in recognising their achievements.

Inspection activities

- The inspector looked at the rooms, outside area and resources used by the children.
- The inspector observed the children as they were engaged in a variety of activities.
- 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 children's progress.
- The inspector discussed with the childminder how she met the recommendation made at the last inspection.

Inspector

Ceri Callf

Inspection findings

Effectiveness of leadership and management is good

The childminder and her assistant understand the signs and symptoms that may give them cause for concern about the welfare of a child in their care. They know the procedure to follow if they have any concerns. The childminder has made herself aware of how to identify any children who may be at risk of being exposed to extreme ideas or behaviours. She ensures her assistant has the skills and knowledge she needs to carry out her work, for instance through providing information and training. Safeguarding is effective. Partnerships with parents are strong. The childminder gathers detailed information from parents, for example about their children's individual needs. She works effectively with parents and other professionals to ensure these needs are met and to keep children safe and well.

Quality of teaching, learning and assessment is good

Children say they enjoy the activities and learning opportunities the childminder provides. The childminder supports children's mathematical learning effectively. For example, she incorporates discussions about shapes, numbers and measurement into a wide range of activities. Children eagerly use simple technology. They laugh as they press buttons in a favourite book to make it light up and make sounds. The childminder supports children's physical development and well-being. For example, children run, climb, crawl and slide in a range of different environments. Children enjoy music and dancing and delight in experimenting with different instruments to make their own music.

Personal development, behaviour and welfare are good

The childminder provides children with a variety of opportunities to learn about people whose experiences may be different to their own, for instance on their regular local walks. They eagerly talk about people who help them and think about, for example, how firefighters help keep them safe. Children become engrossed as they look at photographs of their friends and special people. The childminder supports them in thinking about their similarities and differences. Parents particularly praise the nutritious and appetising food the childminder provides. Children learn about leading a healthy lifestyle.

Outcomes for children are good

Children thrive in the setting. They behave well and are happy and settled. For example, they collapse in giggles as they play games and enjoy tickles. They are self-confident, motivated learners who are keen to share their learning with each other. Younger children quickly gain the independence skills they need, for example for the next stage in their learning. They develop persistence as they practise gaining these skills. Older children gain satisfaction from their activities, for example proudly showing cards they have made. Children's outcomes are improved.

Setting details

Unique reference number	140298
Local authority	Haringey
Inspection number	10060853
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 - 6
Total number of places	6
Number of children on roll	3
Date of previous inspection	5 August 2015

The childminder registered in 1990. She lives in Crouch End, in the London Borough of Haringey. The childminder operates her service on Monday, from 8am to 6pm, for 48 weeks of the year. The childminder works with an assistant.

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