

Childminder report

Inspection date: 28 November 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time in the childminder's welcoming family home. They demonstrate a positive attitude to learning, which creates a good foundation for their future development. The childminder has high expectations for children. They are supported to make good progress, have access to a variety of age-appropriate resources and enjoy a broad range of activities. Children independently explore their surroundings and play very well together. The childminder successfully helps children to understand expected behaviour. For example, she encourages younger children to share toys and talks about emotions such as being 'sad'. Overall, children behave very well. They settle in very quickly and feel emotionally secure. They build strong bonds with the childminder. Young children enjoy songs and rhymes. However, at times, the childminder does not make the most of opportunities to help children extend their vocabulary to the next level. The childminder has strong partnerships with parents and involves them in children's learning. She talks to parents daily and they share information about their children's development. The childminder observes, monitors and plans for each individual child's needs. She swiftly spots gaps in their learning and works well with other professionals to build on children's skills. However, at times, she misses opportunities to use questioning effectively and does not give children time to think for themselves.

What does the early years setting do well and what does it need to do better?

- Overall, the childminder encourages children's language and communication skills well. She sings rhymes, reads stories and talks to children as they play. However, on occasions, she does not fully use opportunities to introduce new words and sounds to develop their vocabulary further.
- At times, the childminder does not give children enough time to respond to questions in order to help them build on their thinking skills.
- The childminder develops good relationships with parents and other professionals. She has daily discussions with the parents to ensure children experience consistency. Parents comment very positively about the care and learning opportunities provided.
- The childminder supports children to manage their feelings and behaviour. She teaches them to be respectful of others, play cooperatively together, share and take their turn. She is a good role model and uses good manners.
- Children have frequent opportunities to learn about the wider world. They regularly visit local playgroups, parks and the library. This provides children with real-life opportunities to develop their social skills and to learn about the local community.
- Children are confident to try new things and show good levels of motivation and curiosity. The childminder makes learning stimulating, and gives frequent praise

and encouragement. The childminder praises children for their achievements, which successfully promotes their confidence and encourages them to persist at their chosen activity.

- The childminder has formed strong bonds with children. They come for reassuring cuddles and enjoy storytime sitting on her lap. Children have fun and enjoy the time they spend at the childminder's home.
- Children's knowledge of technology is developing well. They have access to a wide range of battery-operated toys and resources, such as a singing book. Children confidently turn it on and explore the buttons to hear songs about shapes. This helps to develop children's early mathematical skills.
- The childminder is committed to her ongoing professional development and uses this to provide good-quality outcomes for children. She regularly completes training and meets up with other local childminders to learn and share tips on good practice. She seeks the views of parents, and reflects well on the quality of her practice and how she could make improvements.
- Children have many opportunities to develop an understanding of healthy lifestyles. The childminder cooks a healthy range of home-cooked meals and children experience new flavours. They benefit from time in the fresh air and exercise to develop their physical skills. They enjoy regular opportunities to visit the park, playgroups and the library. Good hygiene practices are firmly in place.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her roles and responsibilities when it comes to keeping children safe. She has completed mandatory safeguarding training. She can recognise possible signs that would suggest children are at risk of harm and is clear about wider issues, such as the risks of children being drawn into extreme behaviours or views. The childminder understands the procedures to follow if she has any concerns about children's overall safety and well-being. She monitors children well and risk assesses her home and trips out, to ensure that children are safe and secure at all times.

What does the setting need to do to improve?

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

- make better use of opportunities as they arise, to develop children's vocabulary and improve their language skills
- reflect on how questioning is used to extend children's thinking and build on what they know more effectively.

Setting details

Unique reference number	402689
Local authority	Haringey
Inspection number	10063377
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	5 February 2016

Information about this early years setting

The childminder registered in 2001. She lives in South Tottenham in the London Borough of Haringey. The childminder operates from 8am until 6pm every weekday, all year round. The childminder has a qualification in childcare at level 3. She accepts funding for two- three- and four-year olds.

Information about this inspection

Inspector

Anna Hindhaugh-Feldman

Inspection activities

- The inspector observed interactions between the childminder and the children.
- At appropriate times during the inspection, the inspector spoke with the childminder and children. The inspector completed a learning walk with the childminder of the areas of the home used by the children, both indoors and outdoors.
- The inspector and the childminder talked about safeguarding and how the childminder organises the setting for children.
- The inspector checked relevant documentation to show how the childminder works, such as paediatric first-aid documentation and public-liability insurance.
- The inspector discussed a joint observation with the childminder.

We carried out this inspection 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.

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