

# Childminder report

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Inspection date: 20 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 are happy in the company of the kind and caring childminder. She is skilled at supporting their emotional well-being. Children behave well, feel secure and confidently turn to her if they need comfort and support. The childminder gathers information from parents about what their children know and can do when they join the setting. She uses this information effectively to quickly focus on what they need to learn next. However, there is scope to enhance the two-way flow of information. The childminder carefully risk assesses to help her keep children safe. For example, she helps them learn to move safely up and down steps. Children delight in using simple technology. They are excited by resources which light up, play music and move. However, the childminder acknowledges that she could enhance opportunities for children to learn about online safety. Children develop their ability to concentrate and focus for increasing amounts of time. They are excited by their learning and the resources they use. The childminder provides a wide range of interesting experiences for children. For example, they go to the beach, enjoy trips on the river and try new foods during a meal at a restaurant.

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

- The childminder uses her self-evaluation to focus on how she can consistently improve the service she provides. For example, she has developed her outside space to enhance opportunities for children who prefer to learn outside. She provides a range of easily accessible resources which support all areas of children's learning.
- On occasion, the childminder uses technology with older children, for instance to teach them about different religious festivals. However, the childminder does not always identify opportunities to engage children in learning about online safety and secure their understanding of how to ask for help if they need it.
- The childminder works with other professionals to support children's development. She uses these partnerships effectively to support children with special educational needs and/or disabilities.
- Children benefit from learning about the natural world. For example, they look carefully at spiders and their webs, use magnifying glasses to examine snails and worms and explore local green spaces.
- Children enjoy opportunities to scoot, slide and climb. The childminder supports children in being physically active. The youngest children are enticed to move as they explore resources located in different parts of the room. Children are encouraged to be independent.
- The childminder works closely with parents, for example, to support children's routines and individual needs. She provides support and advice for parents to help them understand, at a deeper level, about how their children develop. However, on occasion, the childminder does not gather as much information as

she could about what children do while they are not at her setting. This slightly hinders opportunities to build on the continuity in their learning.

- The childminder provides resources which excite and challenge children. For example, the youngest children excitedly explore texture, shape and size as they touch and feel different items in a favourite basket. They practise using their hands and fingers, and they develop their ability to hold and grasp.
- Children learn about people whose lives may be different their own. They enjoy regular walks around the local area. Children enjoy visiting local shops and buying different fruits, for example, to try when they return to the setting. They learn about leading a healthy lifestyle.
- The childminder carefully teaches children how to be respectful of each other. They learn to play in larger groups of children, for instance, when they attend local drop-in groups. Their social skills are supported well. Children develop the skills and confidence they need to move on to the next stage of their education.
- The childminder uses a wide vocabulary, books, songs and rhymes to develop children's emerging communication skills. Children spontaneously use their developing language, for example, to express how they feel.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in her understanding of her duty to keep children safe. She knows the signs and symptoms which may give her cause for concern about the welfare of a child in her care. She knows the procedures to follow if she has any concerns. The childminder has made herself aware of how to recognise the indicators that a child might be at risk of being exposed to extreme ideas or behaviours. The childminder ensures the necessary checks have been carried out on all adults living or working on the premises.

## What does the setting need to do to improve?

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

- develop opportunities for children to learn how to keep themselves safe online
- enhance strategies to gain even more information from parents about what their children do at home, to support continuity and extend learning even further.

## Setting details

<b>Unique reference number</b>	140306
<b>Local authority</b>	Haringey
<b>Inspection number</b>	10063357
<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>	0 to 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	13 October 2015

## Information about this early years setting

The childminder registered in 1994 and lives in Crouch End, in the London Borough of Haringey. She operates her service on Monday to Friday from 7.30am to 6pm, for 46 weeks of the year. The childminder holds a relevant early years qualification at level 3.

## Information about this inspection

### Inspector

Ceri Callf

### Inspection activities

- The childminder and inspector carried out a learning walk. The childminder discussed how she uses her premises and resources to support all areas of children's learning.
- The inspector viewed a sample of documents used by the childminder, including her safeguarding policy, and accident and medication records.
- The childminder discussed how she evaluates her service. She talked about how she forms partnerships with parents.
- The inspector observed children as they engaged in a variety of activities. The childminder discussed the learning she intended to support through the activities.
- The childminder talked about how she addressed the recommendation made at her last inspection.

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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Piccadilly Gate  
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Manchester  
M1 2WD

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