

# Childminder report

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Inspection date: 6 February 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>Outstanding</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

The childminder provides a warm, welcoming and homely environment where children settle quickly and feel secure. They feel very comfortable playing alongside the childminder, and enjoy sitting on her lap or nearby when listening to stories.

The childminder provides good overall support for children's learning. She uses their play and planned activities to help children practise new skills. Children benefit from a cosy and stimulating play environment. The childminder introduces new ideas and vocabulary as she talks to children. In the main, she gives young children time to try doing things for themselves and considers which activities will engage children and keep them motivated so that they make the best possible progress. For instance, babies explore sensory bottles filled with various materials such as shells and wooden circles. They watch closely as the objects move slowly up and down the bottle.

The childminder is an extremely positive role model and has high expectations for children's behaviour. She implements highly effective behaviour management strategies, which support children to have an excellent understanding of right from wrong from an early age. Children are kind and extremely polite. They learn to take pride in their achievements. Children show that they have very good self-esteem and form exceptionally secure attachments with the childminder. Children are very happy and settled in her care.

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

- The childminder incorporates children's interests well into planned activities. For example, she blows up large balloons for the babies and toddlers after reading a story about a tiger who pops a balloon. Babies and toddlers have good opportunities to extend their learning through observing the childminder blowing up the balloon. Young children show great perseverance as they attempt to blow as hard as they can into the balloon. Children are well motivated to learn and remain engaged and focused in activities for long periods.
- The childminder adopts a positive attitude towards making improvements to practice. She self-evaluates her provision through attending regular meetings, local support groups and training courses. She seeks the views of parents and values their opinions to enhance the quality of the provision. This helps the childminder to remain updated and improves her teaching practice.
- Children develop their language and communication skills as they play. The childminder clearly repeats words and introduces new vocabulary. For example, she adds words to describe the size, shape and colour of the large balloons as the children attempt to blow them up. She gives young children time to copy her and answer her questions. Children listen carefully and follow simple

instructions. Young children scream out in delight and shout out 'pop', as they discover how to burst the balloon.

- The childminder builds good relationships with parents. She keeps in regular contact with them throughout the day and shares photographs and observations of children's activities. Parents' feedback is very positive about the childminder. Parents are very pleased with the care the childminder offers.
- Children behave exceptionally well. They are aware of the behavioural expectations in the setting, which the childminder reinforces positively and through the use of highly skilful distraction techniques for babies. Children demonstrate great affection and respect for the childminder and their friends. For example, toddlers comfort babies when they become unsettled by cuddling them and hand them their water beakers.
- The childminder provides a wide range of opportunities for children to meet new people and talk about similarities and differences in the world. Children frequently visit the library, parks and shops in their local community. Children have a safe and secure outdoor garden area and enjoy exploring the wooded area when on nature walks.
- Children have access to a large range of good-quality toys and resources that support most aspects of their learning and development successfully. However, the childminder misses some opportunities to fully support young children's early writing skills so that they make the best possible progress.
- Children learn to keep themselves safe from an early age. The childminder explains that they must sit and chew all their fruit first, before leaving the table, to avoid choking on their food. Younger children understand the routine for nappy changing and delight in helping the childminder.
- On occasion, the childminder is overly attentive and completes tasks for children without allowing them the time and space to try for themselves, for example by encouraging them to tidy away toys after play. This prevents children from developing their independence to the highest level.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge updated regularly through attending training courses. She can identify signs and symptoms which may indicate that a child is at risk of possible harm. She is also aware of wider safeguarding concerns and knows who to contact if concerned about a child in her care. Risk assessments are in place and are updated by the childminder on a regular basis.

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

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

- provide more consistent opportunities for children to develop and practise their writing skills from an early age
- extend children's independence skills further and enable children to undertake everyday routine tasks for themselves.

## Setting details

<b>Unique reference number</b>	EY276865
<b>Local authority</b>	Haringey
<b>Inspection number</b>	10063380
<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 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	8 June 2016

## Information about this early years setting

The childminder registered in 2003. She lives in Crouch End, in the London Borough of Haringey. The childminder provides care from 8am to 6pm, Monday to Friday, and operates her service throughout the year, apart from bank holidays and some family holidays.

## Information about this inspection

### Inspector

Anahita Aderianwalla

### Inspection activities

- The inspector carried out a learning walk with the childminder to establish how she plans and delivers the curriculum.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- Relevant documentation, training certificates, policies and procedures were reviewed by the inspector.
- The inspector took account of parents' views.
- The inspector viewed the areas used for childminding and carried out an evaluation of an activity 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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Manchester  
M1 2WD

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