

Childminder report

Inspection date: 24 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder provides thoughtful routines and activities which support children to feel settled and happy. She makes careful decisions about each child's interests and ability so that children are interested and eager to join in. The childminder's careful and clear explanation of what to do builds children's confidence and understanding. Children know to prepare for painting by independently pulling up their sleeves and sharing the paint pots.

The childminder reminds children of what they have learned; this supports children to build on what they know. Young children make links to previous experiences the childminder has provided. For example, they talk about the different vegetables they enjoy at mealtimes as they play with the toy foods in the play kitchen.

The childminder has high expectations for children. Children are confident and sociable and eagerly include others in their play. The childminder is a good role model and has a warm and patient approach. Children are encouraged to listen carefully and say 'please' and 'thank you' at appropriate times. This supports their social development and understanding of simple instructions for their next stage of learning.

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

- The childminder supports children's developing communication and language by introducing new words, such as 'tentacles' and 'ocean' as children create their own jellyfish. Children enjoy looking at their favourite books and sharing them with the childminder. They keenly repeat familiar words and phrases. This supports children to make good progress in their speaking skills.
- The childminder threads common themes such as numbers and colours into children's learning throughout the day to reinforce what they already know and to extend their knowledge. For example, young children begin to consider what happens when two colours are mixed with a paintbrush and how many dinosaurs are left if one is taken away.
- The childminder understands the importance of a curriculum that includes what children need to know to support their next stage of learning. She is happy to allow children to make decisions in their play and problem-solve. For example, children choose different creative materials and explore how different textures feel when they are dry and wet. However, the childminder does not always provide enough time for children to respond and share their thoughts before moving on to another question or topic.
- The childminder supports very young children to learn to be independent in their self-care skills. For instance, children know to use the step to reach the sink and to wash and dry their hands. They confidently use the liquid soap and place their

paper towel in the bin. Children develop their fine motor skills with art and craft activities such as painting with different creative tools. Children begin to learn the skills they need for early writing.

- Parents are complimentary about the childminder. She keeps them fully informed about what their child is doing throughout the day. Parents play an active role in keeping the childminder up to date about their child. The childminder uses the information to plan and provide for each child's individual needs. The childminder values the input from the parents and places an importance on building strong relationships with them.
- The childminder has a positive approach to furthering her knowledge of early years. She ensures that her training is up to date. The childminder regularly reviews her practice to evaluate how well she supports children's care and learning. She identifies training and relevant support to improve her professional development and knowledge further.
- The childminder prepares healthy snacks and meals for the children. She talks to the children about why fruit and vegetables are good for their bodies. They make healthy choices when considering what they want to eat. Children can access water throughout the day. They recognise their individual cup or beaker and know not to share, as this will spread germs.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- allow sufficient time for all children to process questions, clarify their thinking and be able to contribute with a response, to further extend their understanding and speaking skills.

Setting details

Unique reference number	140219
Local authority	Haringey
Inspection number	10285233
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	20 March 2023

Information about this early years setting

The childminder registered in 1993. She lives in the London Borough of Haringey. She offers full-time and part-time care each weekday, from 8am to 5.30pm, throughout most of the year.

Information about this inspection

Inspector

Julia Crowley

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.

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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