

Childminder report

Inspection date: 15 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and well settled in the safe and calm setting. Children behave well and develop good manners. The childminder teaches children to be polite and kind. Children have plenty of time to become deeply engrossed in their chosen activities. For instance, children spend a long time building a wooden car with the childminder. They bang small nails into small circular pieces of wood and a rectangular wooden block to represent wheels. Children roll the wooden car back and forth. They proudly show their work to the childminder when they have finished. They develop good levels of concentration. The childminder plans around children's interests to help build on their learning.

The childminder places a high priority on children's language development. The children are helped to extend their skills through effective interaction. The childminder introduces new words to widen children's vocabulary and knowledge. For example, she teaches children that quiche Lorraine originates from France. Children make very good progress. They imitate words and phrases and communicate their ideas to adults well. The childminder promotes children's social skills as they play. Children wait their turn when serving themselves during lunchtime and when using the bathroom.

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

- The childminder demonstrates a genuine enjoyment of caring for children. She conducts research to find out the needs of the families in the area. The childminder is passionate about supporting parents. She reviews the quality of practice at the childminding setting. However, on occasions, during adult-led activities, the childminder does not always engage all of the children present.
- The curriculum is stimulating and challenging. Sequential next steps are planned to support children's progress. This includes the use of interesting tactile resources to encourage children's sensory exploration. The childminder continually assesses and tracks children's progress. Children enjoy balancing on beams and climbing a large frame. There is a wide range of resources available for children to explore.
- Children's communication skills are supported well. The childminder introduces words such as 'sunflower' and 'roots' to help increase their vocabulary. This includes children who speak English as an additional language.
- Parents are closely involved with their children's learning. They discuss this with the childminder daily and plan learning for their children to complete at home. This supports children's continuity of learning. Parents suggest cultural topics for the children, which the childminder takes into account. For example, they celebrate an Albanian spring festival.
- Children receive good support to develop their personal, social and emotional

skills. For example, staff read a story about emotions and children talk about their feelings.

- Children learn about the natural world. They have regular walks to the local woods where they enjoy climbing trees and reading stories.
- Children benefit from regular fresh air in the garden. They enjoy digging deep into soil, planting and watering bulbs. Children learn about harvesting fruits and vegetables once they have grown.
- Parent partnerships are very strong. Parents are highly complimentary with their comments and feedback. They use the setting's online app to observe their children's progress and gather information about their next steps. Parents continually upload their children interests and any concerns to be address by the childminder.
- Children have many opportunities during their play to explore mathematical concepts. For example, children measure their height and say 'I am taller than the measuring rod'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding. She regularly renews her training to ensure that she is up to date with any changes in legislation. The childminder recognises the importance of understanding child protection issues and continues to update her ongoing professional development. The childminder has a good understanding of her role in keeping children safe from harm. She knows how to recognise signs that a child might be at risk and the procedures to follow should she have any concerns about a child's welfare. Children practise evacuation procedures and learn about road safety.

What does the setting need to do to improve?

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

- enhance planning further during adult-lead activities so that all children can take part fully.

Setting details

Unique reference number	2528398
Local authority	Haringey
Inspection number	10208368
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in the London Borough of Haringey. She offers care from 9am until 5pm, Monday to Friday, throughout the year. The childminder holds a relevant childcare qualification.

Information about this inspection

Inspector

Pauline Valentine

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder discussed her intentions for the children's learning during a learning walk with the inspector.
- The inspector and the childminder jointly observed children during activities and assessed their learning.
- The inspector sampled key documentation provided by the childminder, including safeguarding training and first-aid certificates.

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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