

Childminder report

Inspection date: 22 September 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 develop an affectionate bond with the childminder and show that they feel happy and safe in her care. They like to involve her in their play and know that she is always close by with reassurance and cuddles as they need it. Children are inquisitive and confident to ask questions. They know that the childminder will listen to what they have to say and always provide them with an answer. Children laugh as they move in different ways around the playroom, pretending to scare the childminder with dinosaurs.

Children confidently explore the resources and toys, and happily play with their chosen activity. They have opportunities to choose what they would like to do, and they access resources at the appropriate height. The childminder gets down to the children's level and joins in with their play. Children like to show the childminder what they are doing. In the garden, children explore sand in a tray, naming animals and emptying and filling containers. The childminder praises them for their efforts and children are proud of their achievements. Babies demonstrate good speaking and listening skills for their age. They approach visitors and share toys with them as a way of inviting them to their play.

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

- Children behave well. They show that they are fully aware of the childminder's high expectations. Children and babies consistently use good manners and play well together. Children hand toys to adults to invite them to their play, showing a sense of confidence and belonging. The childminder's nurturing care encourages newer children to feel settled and safe. Her effective use of books and language helps babies to develop good communication skills. They choose which book they would like to look at, while the childminder points at objects and says single words. Older children are asked questions about what they can see and are included in the activity.
- The childminder is part of a close network of other local childminders. This enables her to share ideas with other professionals and regularly reflect on her childcare practice. In addition, she works alongside another childminder, and they continuously share ideas and provide the best possible care for children. Children and babies go on outings in the local community and to the park, where they learn about cultures around them and develop their social skills with others.
- Children's communication and language skills are well supported. The childminder talks to children about what they are doing and listen well to what children say. The childminder asks questions and adds new words, such as 'duck' and 'quack', to extend children's developing vocabulary. The childminder encourages babies and children to repeat words and models them clearly.
- The childminder has a good understanding of what children already know, and

can describe what she wants children to learn next. However, at times, she does not always adapt activities to meet the children's emerging skills in order to offer them further challenge.

- Effective care practices promote children's good health and support them to become more independent. The childminder encourages children to wash their hands and attempt to manage their own toileting needs. They learn to have regular drinks of water and talk about fruits that they are eating at snack time. Children enjoy being active. They use space hoppers and scooters in the garden to bounce and move.
- The childminder places a strong emphasis on ways to involve parents in children's learning. She makes time for daily discussion and sends home reports of children's development that detail their next steps in learning. She welcomes their input on the areas they would like her to focus on, such as potty training or building language skills. Parents describe the childminder as being very considerate and supportive and say that children have developed confidence to express themselves through play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to keep children safe. She knows the correct procedure to follow to report any safeguarding concerns. The childminder attends training courses through the local authority to keep her child protection knowledge up to date. She is aware of the indicators that may suggest that a child is at risk of harm, and she has knowledge of wider issues, such as female genital mutilation and the 'Prevent' duty. The childminder carries out risk assessments of the environment to keep children safe and reminds children during play about the importance of taking risks in an appropriate way.

What does the setting need to do to improve?

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

- shape activities consistently to meet the emerging needs of children that offer challenge and extend their learning.

Setting details

Unique reference number	2566158
Local authority	Haringey
Inspection number	10232189
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	0 to 2
Total number of places	3
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and works from premises in Tottenham, in the London Borough of Haringey, with another childminder. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Amy Clarkson

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 her evaluation of the provision.
- The childminder and inspector completed a discussion about how the curriculum is organised and what they intend children to learn while in their care.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The childminder and inspector completed a joint evaluation of an activity.
- A number of parents provided the inspector with written feedback for the inspection. The inspector took account of their views.
- The inspector looked at relevant documentation and evidence of the suitability of persons living and working in the household.

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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