

Childminder report

Inspection date: 29 November 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 demonstrate strong, secure attachments with the childminder at this setting. They are happy, safe and settled. The childminder works exceptionally well with parents during the settling-in period to ensure she builds positive relationships with children. This promotes children's emotional well-being. The childminder has high expectations for children's behaviour. Children behave very well and display lovely manners. They show respect for the childminder as they tidy up after their play.

Children sit on the childminder's knee as they read books and have plenty of conversations, asking for help when it is needed. There are firm bonds made and it is evident that children feel safe, happy and content in the childminder's care. The childminder has a gentle manner towards children. She acknowledges children's feelings and encourages them to share and be kind to each other. This helps to support children's positive behaviour.

Since the COVID-19 pandemic, the childminder has noticed that some children need more support with their speech. She has since increased the number of songs, rhymes and stories she offers. The childminder provides opportunities for children to develop their social skills. For example, they attend regular playgroups and meet with other childminders. Children gain confidence in social situations, as they meet new children and adults.

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

- Overall, the quality of teaching is good. The childminder develops her curriculum to focus on children's communication and social skills. For example, children are encouraged to build strong relationships and talk about their feelings. In addition, they have plenty of exciting opportunities to develop their physical skills. For instance, children energetically wave scarves around the room, singing, jumping and dancing to their favourite songs.
- Communication and language are well supported. The childminder talks to children at appropriate times during their play and extends their vocabulary. Furthermore, opportunities to sing rhymes and songs are provided often. This helps support children to become confident communicators. The childminder encourages children to revisit and recap their past learning experiences. This means that children apply and build upon what they already know.
- The childminder provides children with regular opportunities to be creative and imaginative. Children have access to a wide range of sensory play activities. For example, they enjoy using scoops to fill lentils into various containers in the home corner. Children's visits to the transport museum, local park, playgroups and cafes all contribute to children's awareness of the wider world.

- Parents' written comments show they are happy with the care the childminder provides. They report that their children have developed lovely relationships with the childminder and she is 'amazing'. Parents also comment they feel they 'couldn't ask for anyone better.'
- Children sit with the childminder to have their main meals and snacks, creating a warm and sociable learning time. Children enjoy the freshly cooked and healthy meals provided to them. The childminder helps children to learn the names of the different fruit that they eat, including 'melon slices', 'oranges' and 'blueberries'. However, the childminder does not always capture opportunities to deepen children's understanding of why eating healthy foods are important. This means children do not consistently learn about benefits of healthy lifestyles.
- In the main, there are good opportunities for children to manage their own self-care. For instance, young children brush their teeth, wash their hands before meals and use a fork and spoon at mealtimes. However, the nurturing childminder sometimes offers her help too quickly with routine tasks that children could try to do for themselves. For instance, at snack time, she places the plates on the table and serves children fruit. This means that children have less opportunity to be consistently independent in their self-care.
- The childminder evaluates her practice each day and reflects on which activities have gone well. She recently developed her knowledge around a communication and language programme. This has enabled her to accurately assess any gaps in children's language development and act quickly to put interventions into place.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of how to ensure that children are safe in her care. She confidently explains the safeguarding policies and procedures to follow if she has any concerns about children's welfare. The childminder speaks about signs and symptoms of abuse. She carries out ongoing risk assessments to ensure that her home is suitable and safe. For example, she removes small pieces of toys out of young children's reach. The childminder holds a paediatric first-aid certificate. This provides the childminder with the skills she needs to deal with any medical emergencies if they occur.

What does the setting need to do to improve?

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

- strengthen children's understanding of the benefits of eating a healthy diet and its contribution to their overall good health
- strengthen opportunities for children to learn skills needed to complete tasks independently, with particular regard to snack times.

Setting details

Unique reference number	2588113
Local authority	Haringey
Inspection number	10251165
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	2 to 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Tottenham, in the London Borough of Haringey. The childminding provision operates Monday to Friday, from 7.45am until 6pm, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector

Anahita Aderianwalla

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 childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- Children happily interacted with the inspector during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder.
- The inspector and the childminder discussed and evaluated a learning activity together.
- The childminder spoke to parents and took their written feedback into consideration.

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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