

Childminder report

Inspection date: 21 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 at this setting are happy and confident. They enjoy meeting new visitors and greet them with enthusiasm. The children enjoy showing what they have learnt. They show pride in their achievements, such as when trying to complete peg jigsaws. Children are confident to ask for help and share experiences with the childminder and their friends. They have a positive attitude to learning. They independently select activities, such as a story, and confidently ask the childminder to read to them. Children have access to a range of books and look at them independently, as well as listening to an adult read.

There are good hygiene practices in place. Children learn to wash their hands when needed with the gentle support of the childminder. They know to wash their hands after an activity, before eating and after toileting. Children show independence throughout their learning, selecting resources of their choice, leading their play, and seeking support when needed. Children's behaviour is good. They listen and follow instructions well. The childminder supports children to use their manners and cooperate with each other. For example, she helps them to take turns when they want the same toy.

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

- The childminder gets to know children well and focuses on their interests to plan activities for them to enjoy. She designs a curriculum that helps children to consolidate what they already know and build on their understanding. For example, children enjoy reading about a tiger, and repeating words they know, as the point to the pictures in the book. She enthusiastically brings the story to life as children listen with great interest. This supports their literacy skills and promotes their love of books.
- Children show great delight in listening to their favourite songs in various languages. Children sing and dance to the rhymes they know well. They listen carefully to the words and try to copy familiar actions. The childminder encourages children to join in with familiar phrases and words. She skilfully introduces new vocabulary and explains words to the children during play. For instance, she introduces the word 'long' and then explains that 'an elephant has a long trunk'. She talks to the children throughout their play, leaving enough time for them to respond. This supports children's communication and language development.
- The childminder has high expectations for the children. She provides them with a range of activities to promote self-confidence and independence skills, ready for their next stage of learning. She encourages children to do things by themselves, such as toileting and tidying up after play. Children understand the clear boundaries and expectations held by the childminder, who reminds them

gently when they need to share or take turns. She encourages children to use 'please' and 'thank you' when appropriate.

- The childminder provides healthy and nutritious food for children. She describes the tastes, textures and colours of the fruit at snacktime. However, she does not consistently help children to understand the benefits that eating healthy food can have on their bodies.
- The childminder and her assistant keep their knowledge and skills up to date, such as through attending training opportunities. The childminder is reflective and forward thinking. She evaluates her practice and develops her skills and knowledge to benefit the children in her care.
- The childminder provides opportunities to develop children's hand grip by mark making with whiteboard pens, on a whiteboard floor mat. Children concentrate well as they experiment with the pens. They smile and giggle, beaming with pride as they seek praise from the childminder for their achievements.
- Partnerships with parents are strong. The childminder takes time to develop strong relationships with the children and their families when they start at the setting. Parents make very positive comments about the care their children receive. They appreciate the regular communication about children's learning and development. She works well with parents to help them extend their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder prioritises the children's safety, keeping them safe and happy, both in the setting and out in the community. The childminder is confident to identify signs and symptoms of a range of abuse, including physical and emotional abuse. She has clear procedures to follow if she has any child protection concerns and knows who to contact in her local authority. The childminder has a good knowledge of wider safeguarding issues, such as female genital mutilation and the 'Prevent' duty, and she shows a good understanding of keeping children safe. She can discuss the procedure for dealing with concerns regarding herself, her assistant or any other person living in her home.

What does the setting need to do to improve?

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

- enhance opportunities for children to develop their understanding of the benefits that eating healthy foods can have on their bodies.

Setting details

Unique reference number	2593997
Local authority	Haringey
Inspection number	10251330
Type of provision	Childminder
Registers	Early Years 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	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was registered in 2020. She lives in the London Borough of Haringey. She operates from Monday to Wednesday from 9am to 5pm, all year round, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She occasionally works with an assistant.

Information about this inspection

Inspector

Anahita Aderianwalla

Inspection activities

- This was the first routine inspection the childminder received since the COVID19 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 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.
- The childminder and the inspector carried out a joint observation.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022