

Childminder report

Inspection date: 22 May 2023

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

The childminder has a gentle approach and is warm and caring towards children. Children build strong relationships with her and her assistant. They arrive happy and settle quickly into the routine of the day. This helps children to feel safe and secure. Children's behaviour is very good. They listen and respond well to the childminder. Children follow the guidance that the childminder gives. They welcome praise and recognition, which they receive consistently, to support them to learn about the behaviour that is expected of them.

Children enjoy helping to select what they would like to eat, such as for snack and lunch. They have strong skills from a young age to serve themselves and be independent in washing their hands when required. Children enjoy caring for their dolls, engaging for long periods in role play. They extend their learning of handling natural resources, such as compost, in the mud kitchen. Children talk with the childminder and her assistant about the cress they have grown. They access a range of books to support their early reading. In addition, children learn to recognise print, such as when referring to the labels on the storage units with additional play materials.

Children have varied activities daily in the home and outdoors, which are carefully planned and provided based on their interests and developmental progress. Children develop their physical skills. They have daily opportunities to practise their running, manoeuvring, climbing and balancing skills.

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

- The childminder has a good awareness of what she wants children to learn. She knows how she will help children to move forward in their stages of development. The childminder uses the information from her observations and assessments of children's progress, together with the interests that children show, to help her plan appropriately to meet their learning needs.
- The childminder models language and communication well, both in children's home languages and English. The childminder provides ample time for children to think about what she says and form their response. She routinely introduces new words and repeats familiar words that link in with the activities children are engaged in. This helps to broaden children's vocabularies and understanding.
- The childminder helps children to understand about their own self-identities and respect the similarities and differences in others. She uses books and displays to help children understand about others in the wider community.
- Children become independent from a young age. They help to set out and clear away play materials and make choices in what snacks they want to eat. Children learn to put on and take off their own coats. They are helpful of each other and

learn well about sharing play resources.

- Children enjoy learning about early mathematics and science. For example, the childminder and her assistant skilfully weave counting and early problem-solving into routine activities and tasks. This helps children to learn to count, compare, recognise shapes and solve puzzles. Children talk about weight, size and differences in textures as they add different ingredients during cooking activities.
- Generally, the childminder supports children well with their physical development. Children enjoy stretching and bending to paint the outdoor wall with water. They explore early writing as they use chalk on the garden path. However, there are times when young children struggle to use certain tools and cannot move on in the activity effectively. For instance, they are not able to operate scissors and glue sticks during creative activities. This is because they have not yet developed the right skills to operate such tools.
- The childminder values parental partnership and engages with them daily. She exchanges information with parents during handovers via a daily diary, weekly newsletters and termly sessions to discuss their child's ongoing progress. However, her initial interactions with parents when their children first start in her care are not as well developed. The childminder does not engage effectively with parents to gather relevant information about each child's learning and development from the outset.
- Parental feedback is highly positive. They are full of praise for the service they and their child receives. Parents speak warmly and with great satisfaction about the care the childminder and her assistant provide and the learning their children achieve while in the care of the childminder.
- The childminder and her assistant work as a strong team. They share their findings from their interactions with the children. The childminder and her assistant work closely to ensure that children are supported to make good progress, as they plan activities based on their observations of the children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good knowledge of the signs and symptoms that may indicate a child is at risk of abuse. She has a secure understanding of the local procedures to follow in the event of concerns about children's welfare. She knows the procedures to follow if an allegation is made against her, her assistant or a member of the household. The childminder and her assistant have undertaken safeguarding training in the past year. This ensures that they continue to be updated with current procedures. The childminder keeps required documentation up to date, which contributes to the protection of children's welfare. She risk assesses her home, resources and outings, to ensure that any potential risks are identified. The childminder teaches children about road safety when out in the community.

What does the setting need to do to improve?

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

- provide age- and stage-appropriate tools to enable children to acquire the fine physical skills required to participate fully in specific activities and to acquire opportunities to practise their emerging skills further
- build on partnerships with parents, to plan more effectively for children's learning and development from the start.

Setting details

Unique reference number	2629116
Local authority	Haringey
Inspection number	10285833
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	2 to 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in April 2021. She lives in South Tottenham, within the London Borough of Haringey. The childminder is available to care for children during term time, from 9am to 3pm, Monday to Friday. She is able to offer care for children in receipt of funded early education from the age of two years. The childminder holds a childcare qualification at level 3. She works with an assistant.

Information about this inspection

Inspector

Shaheen Belai

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 inspector spoke to the childminder, assistant, parents and children when appropriate. The inspector observed the childminder's interactions with the parents and children and observed how she and the assistant work together.
- The inspector spoke to the childminder about the individual children's developmental progress and how she assesses their developmental journey.
- The childminder's teaching skills were observed as she delivered a specific, adult-led activity.
- The inspector viewed a sample of relevant and required documentation.
- The inspector viewed the areas and resources used by the children.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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