

Childminder report

Inspection date:

7 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

The childminder and her assistant provide a comfortable and inviting environment in which children explore freely. Children are motivated to learn. They are curious and investigate the toys available in a variety of different ways. Children are independent and have opportunities to make their own decisions about what they would like to play with. The childminder and her assistants sensitively support children to settle in. For example, they discuss their favourite toys and activities with parents, so that these are available for the child when they arrive.

Children develop their language skills by singing rhymes and reading stories. The childminder focuses heavily on children's language and physical development, providing a large selection of books, and opportunities for the children to take part in action rhymes. Children form good relationships with the childminder. She is nurturing and supportive, which supports children to settle quickly as they feel happy and safe. The children are comfortable interacting with the childminder. They play with the animals, ask what each animal is and mimic the animal noises. Children have access to the garden, where they plant their own vegetables, water them and watch them grow. When ripe, they take them home to eat. Children also spend time digging to look for insects and worms, which helps to develop their knowledge and understanding of the world and other living beings.

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

- Children explore the play dough. They feel the dough and squeeze and mould it in their hands. The childminder seizes the opportunity to build on the children's language development, asking them to describe what they are making. However, there are times when the childminder's questions are too complex, which results in the children losing interest and becoming distracted.
- Children make good progress from their starting points. The childminder works closely with the parents to build on what the children already know and develop their learning further. For example, the childminder provides the children with their favourite book about a hungry caterpillar, to further develop their interest in insects and books, and to introduce mathematical development.
- The childminder follows the children's interests when planning the activities on offer, with a focus on developing their social and emotional development. The children respond positively to the childminder. However, there are times during activities when the childminder is not responsive enough to extend children's learning or adapt the activity as children take the lead.
- Children behave well. They are engaged in their learning and respectful. Children say 'please' and 'thank you', and are aware of the childminder's expectations.
- Parents speak highly of the childminder. They describe her as being caring,

nurturing and dedicated. Parents talk about how happy their children are to see the childminder every day.

- The childminder works well with her assistant and makes sure they understand their role and responsibilities. She reflects on her provision well and plans improvements to benefit the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role to safeguard and protect children. She has effective safeguarding procedures in place to support keeping children safe. The childminder keeps her knowledge of safeguarding and local procedures up to date through regular training. She includes her assistant in the training to ensure they are equipped to recognise and act in the case of possible harm to children. The childminder and her assistant are familiar with the signs and symptoms that may indicate a child is at risk of possible abuse, including being exposed to extreme views. The childminder knows the correct procedures to follow if she has concerns about the welfare of a child or if any allegations are made against a member of her household. The setting is safe and secure, and the childminder carries out regular safety checks. She has a clear process in place for managing children's attendance.

What does the setting need to do to improve?

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

- make the most of positive interactions to help to promote children's early communication and language skills to an even higher level.
- enhance the use of questions to enrich children's learning and development and support their critical-thinking skills.

Setting details

Unique reference number	402897
Local authority	Haringey
Inspection number	10219692
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 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	5 August 2016

Information about this early years setting

The childminder registered in 2001. She lives in the London Borough of Haringey. The childminder works with an assistant. She offers full- and part-time care each weekday from 9am to 6pm throughout year, except for bank holidays and family holidays.

Information about this inspection

Inspector

Hilda Miller

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 provision.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector discussed the quality of teaching and education with parents.
- The childminder's assistant spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.

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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