

Childminder report

Inspection date: 11 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are greeted warmly by the childminder and her team. On arrival, children count the dinosaur steps as they enter the setting and settle in quickly. They show that they are happy and content in their environment. Children have opportunities to explore their local community. For instance, they went to the local park to look for dinosaur eggs then made their own eggs using play dough and miniature dinosaurs. Children's behaviour is excellent. They talk and play alongside each other well, and are listened to by the responsive childminder and her team. Children enjoy listening to stories. They are encouraged to recall stories and learn new words. Children use new vocabulary in their play, such as they say that 'herbivores do not eat meat.'

Parent partnership is strong at this setting. Parents and children are inducted robustly. They are given information packs and have regular updates on a parent online application. As a result, parents are happy and confident leaving their children in the care of the childminder and her team. The childminder takes into consideration children's interests and circumstances. She uses this information to structure the curriculum. For example, the childminder and her team support children to understand emotions with a 'calm corner'. Children talk about and address their emotions confidently.

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

- Parents confidently drop their children off as they settle in quickly with this approachable childminder. The childminder has robust relationships with families. She provides daily updates to keep them well informed of their child's day and progress.
- The childminder incorporates spontaneous and planned activities to support children's learning of the world around them. For example, children have opportunities to repeat and remember previous learning, such as naming the different type of dinosaurs. They use books and prompts on a 'topic table' to extend their learning.
- The childminder and her team read stories in ways that motivate children to engage and listen attentively. For instance, they change their tone of voice and keep children entertained at story time. As a result, children listen with interest and know what is going to happen next in the story.
- Children are encouraged to learn and understand emotions and the different definitions. For example, when feeling happy, the childminder and her team introduce words, such as 'feeling joyful or excited', to extend children's language. Children are confident to tell the childminder how they are feeling and are responded to with care and compassion.
- The childminder speaks softly and reminds children of the behaviour she expects

of them. For example, she explains turn taking extremely well and demonstrates this. The childminder praises children when they behave well.

- Children are keen learners. They confidently explore their environment and are willing to take part in activities led by the childminder and her team. Children make links with things that they have previously learned. For example, they talk about dinosaurs eggs cracking before they hatch and discuss the different shapes and sizes.
- Children develop good levels of independence in preparation for their transition on to school. As a result, older children manage their personal care needs independently. The childminder and her team often talk about school transitions and uniforms to prepare children for the next stage in their education.
- Overall, children develop well in their communication and language skills. Children engage well in conversations among each other and the childminder and her team. However, at times, the childminder does not consistently support children who are learning English as an additional language to develop their social skills to help them join in group activities.
- The childminder incorporates mathematics throughout the setting. For instance, children count the dinosaur steps as they enter the nursery. They are encouraged to identify different and similar shapes and sizes in their play.
- The childminder is attentive and gentle with the younger children. However, at times, she does not consistently provide age-appropriate learning opportunities for the youngest children during activities. As a result, the youngest children are disengaged at times.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her team have secure knowledge of their duty to safeguard children. The childminder shares appropriate contact details with her team and these are visible throughout the setting. The childminder and team have an excellent knowledge of what to do if they have a concern about a child, colleague or family member, including their responsibility under the 'Prevent' duty and the whistle-blowing policy. The childminder knows what signs to look out for and how to report these concerns.

What does the setting need to do to improve?

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

- consider ways to further support children who are learning English as an additional language to develop their social skills, so that they can confidently engage in group play
- plan and provide activities for babies that are more age appropriate, allowing them to participate effectively.

Setting details

Unique reference number	EY217739
Local authority	Haringey
Inspection number	10234632
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	1 to 4
Total number of places	9
Number of children on roll	14
Date of previous inspection	25 October 2016

Information about this early years setting

The childminder registered in 2002. She lives in Horsey, within the London Borough of Haringey. The childminder operates on weekdays throughout most of the year. She holds an early years qualification at level 3. The childminder works with two assistants. One of the assistants holds an early years qualification at level 2.

Information about this inspection

Inspector

Saimma Akhtar

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 provider and has taken that into account in their evaluation of the provider.
- The childminder discussed the curriculum intent.
- Parents shared their views of the setting.
- The inspector spoke with the assistant and volunteer.
- The childminder provided the inspector with key documents on request.
- The inspector observed the quality of education provided indoors and outdoors.
- The inspector spoke to the children to find out about their time in the nursery.
- The inspector observed interactions between the childminder and 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

T: 0300 123 1231
Textphone: 0161 618 8524
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