

Childminder report

Inspection date: 17 June 2024

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 caring childminder, as they arrive. The childminder has good knowledge of how children learn. She understands each child's personality and what makes them unique learners. The childminder interacts with children playfully and captivates their attention during conversations. She skilfully adapts her teaching to offer well-targeted challenges for all children. For example, the childminder encourages young children to fill water into various containers as they practise their fine motor skills. The childminder gives children time to consolidate their learning before moving on. This supports them to deepen their understanding of what she has taught them.

The childminder is a good role model. She encourages the children to share, and sensitively provides cuddles and reassurance to young children, when they find it hard manage their feelings. Children behave very well. The childminder provides an exciting curriculum, mainly focusing on communication and language and social skills for the young children in her care. She encourages children to develop a love of books and reading. For instance, children gather around the childminder, as she enthusiastically reads to them in the garden on small wooden toadstools. She skilfully extends children's learning by pausing at different stages throughout the story. This provides them with the opportunity to look for minibeasts in the garden after reading the book 'Superworm'. The childminder involves children in the story, pointing to the words that she reads. This helps older children to understand that print has meaning and how stories have a beginning, middle and an end.

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

- Children's communication and language skills are supported well. The childminder provides a language-rich environment. She chats to children as they play and uses rhyming words and introduces new words. For instance, young children learn the meaning of new words, such as 'ladle' and 'scoop', as they fill sand in the dumper trucks. This increases their understanding and develops their vocabulary.
- The childminder encourages children to become independent. During daily routines, children proudly say 'all finished' when they put away toys that they have finished playing with. Children enjoy healthy and nutritious snacks at mealtimes. They choose the fruit they wish to eat from the large fruit bowl. However, the childminder does not consistently consider how to build on learning opportunities as they arise to help children develop an understanding of eating healthy foods, and the benefits it has on their bodies.
- The childminder thoughtfully plans outings to places of interest. For instance, children climb trees and go on bug hunts in local woodland and make bird feeders to bird watch. The childminder actively encourages children to be aware

of how to keep themselves safe, such as knowing not to go too far ahead when walking on pavements and where to cross the roads when they are out.

- Children's behaviour is good. They are well behaved and have respect for each other. Children play harmoniously together. They share toys and show care for their friends. For example, older children help younger children get in and out of the large sand pit.
- Children are motivated and have a good attitude to learning. They are curious and are engaged learners as they play. Children enjoy opportunities to solve problems and figure out solutions. For example, while reading the familiar book, 'Superworm', the children confidently fill in the missing words at the end of the sentence. Children confidently recall that 'Superworm' is 'super long and super strong'. Spontaneous opportunities allow children to look for their own insects. They find several insects in the mud and confidently identify them, using small reference picture cards displayed around the garden.
- The childminder establishes good partnerships with parents and other settings that children attend. Parents receive daily updates on what their children are learning. The childminder gives parents advice on how to support their children further at home. This means children benefit from a consistent approach to their learning and development. Parents are delighted with the care and education their children receive.
- The childminder is reflective and motivated to learn about new initiatives to add to and develop her provision. Recent training has enhanced her knowledge of supporting children's understanding of the world and mathematical learning around shapes and patterns using 'light and shadows'.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- offer more consistent support for children to learn about the value of making positive food choices, and the benefits it has on their bodies.

Setting details

Unique reference number	EY229480
Local authority	Haringey
Inspection number	10351450
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	0 to 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	10 September 2018

Information about this early years setting

The childminder registered in 2002. She lives in the London Borough of Haringey. She offers care Monday to Friday from 6.15am to 6.30pm, throughout most of the year apart from bank and family holidays.

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 her evaluation of the setting.
- The childminder discussed her intentions for children's learning and how she implements her early years curriculum.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- Children communicated with the inspector during the inspection.
- The inspector read parent testimonials and took account of their views.
- The inspector viewed relevant documentation including the childminder's paediatric first-aid certificate, qualifications and training records and suitability documentation.

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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