

Childminder report

Inspection date: 11 April 2023

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are very well cared for by the childminder; they appear relaxed and happy. The childminder is responsive to the children's needs. For instance, she provides reassurance, and young children seek a cuddle and then continue to play. This supports children's emotional well-being. Children enjoy playing in the garden; they post different-sized balls into a large snake and walk around the garden pushing buggies. This helps children to develop their gross motor skills and hand-eye coordination. Their fine motor skills develop through carefully chosen activities. For example, children use a water spray bottle and paintbrush to paint the fence.

Children are well behaved. They benefit from the childminder's calm and caring interactions. They learn to be kind to one another as they play together and share resources. For instance, the older children stroke the arms of the younger children when they are upset. The childminder spontaneously sings with the children throughout the day. This helps children to listen to repetition of words as they remember and fill in the gaps, such as Old Macdonald Had a Farm. Children are absorbed in books and song activities, responding happily as they recognise the stories and animals in the books. Younger children babble back to the childminder as she models sounds that animals makes.

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

- The childminder provides a balanced curriculum; she focuses on the prime areas of the early years foundation stage. Her aim for every child is that they leave the setting independent, confident and ready for school.
- The childminder frequently introduces new words to the children during activities. She repeats the words children use and adds to them in a short sentence. This helps children to extend their language. She uses sign language to help children's understanding. Children respond well to simple instructions, such as to tidy up the toys and fetch the stool.
- The childminder cooks the food at home. The menu is varied and includes lots of fruit and vegetables. The children enjoy making choices of the fruit they would like to eat; they choose the colour of the bowls they like. This helps children to build their confidence and self-esteem, as they learn to make their own choices.
- The childminder enthusiastically plays alongside children and supports them during activities. She invites them to explore other toys in the treasure baskets. However, sometimes, this is distracting the children away from their chosen activity.
- The childminder knows the children well and the progress they have made. She monitors children's development and plans activities to support their individual next steps. For example, she provides opportunities for younger children to use upright push toys to build their strength and confidence to start walking.

- The childminder encourages children to use good manners and models the words 'please' and 'thank you'. She praises the children for positive behaviour. Children show that they understand the childminder's expectations. For instance, they tidy up the toys ready for beds to be laid.
- Children learn to follow good hygiene routines and develop an increasing awareness of their physical needs. For example, they try to put on their shoes and stand on the stool to wash their hands before eating. However, the childminder's support for children's independence is inconsistent and she sometimes completes tasks which they can manage by themselves.
- The childminder plans trips to enhance the curriculum and develop children's awareness of the world around them. Children visit museums and local landmarks. They regularly attend a stay-and-play group, where they have opportunities to practise their personal and social skills while playing with other children.
- Parents are highly complementary of the childminder. One parent comments, 'She is passionate about the care for the children she looks after'. Parents say that their children have made great strides in their development. They appreciate the communication provided by the childminder. The childminder helps parents to understand how they can support learning at home. For example, children take books home, so the same stories are shared to promote the love of reading even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibilities in safeguarding the children in her care. She has a good knowledge of how to identify the signs that a child might be at risk and report any concerns she may have about a child's welfare to the relevant services.

The childminder undertakes regular training to keep her safeguarding knowledge up to date and is aware of safeguarding concerns, such as county lines. She supervises children well and ensures that the setting is always safe.

What does the setting need to do to improve?

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

- extend opportunities for children to develop their self-care skills to help increase their independence
- enhance opportunities to extend children's learning with their chosen activities.

Setting details

Unique reference number	EY245293
Local authority	Haringey
Inspection number	10280733
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	29 September 2017

Information about this early years setting

The childminder registered in 2003. She lives in the London Borough of Haringey. The childminder provides care all day from Monday to Thursday, for most of the year. She has a relevant level 3 childcare qualification.

Information about this inspection

Inspector

Jaswinder Rakhra

Inspection activities

- This was the first routine inspection the provider 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 inspector talked to the childminder at appropriate times during the inspection and took account of her views.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- The childminder conducted a joint observation with the inspector.
- The inspector took account of parents' written views.

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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