

Childminder report

Inspection date: 20 November 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are happy, settled and safe in the care of the childminder, who is attentive to their care and learning needs. They laugh and chat with the childminder throughout the routine of the day. Children confidently explore the well-organised and stimulating environment and independently choose where to play. This allows children to take the lead in their own learning. Children independently choose animals and transport vehicles to play with, or access books of their own choice. The childminder engages well with children as a play partner. Children become engrossed in their play for lengthy periods and engage well. The childminder organises play materials to reflect children's interests and their stage of development. This ensures that children enjoy the activities on offer and are supported to make progress.

The childminder encourages children to engage in conversations and express their learning as they play together. Children talk about the models they create with the building blocks. They identify a range of different vehicles and talk about the dinosaurs and their features. Children learn respect and manners, and their behaviour and attitudes are positive. They 'high five' the childminder when they do well, such as when naming the features on the animals they play with. Children are confident from a young age to learn to manage their own self-care needs, such as washing their hands and selecting their own drinks and snacks.

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

- Since the previous inspection, the childminder has improved standards of care and learning for children significantly. For example, she has completed training to be fully aware of recognising the different forms of abuse and how to manage any allegations. In addition, the childminder has developed a better understanding of planning more effectively for children's learning and development.
- The childminder knows children well. She assesses and plans relevant next steps in learning to support their progress. The childminder ensures that she plans activities to take account of children's interests and previous activities. For example, children talk about the animals they play with and link this back to their visit to the farm.
- The childminder interacts well with children. She introduces new vocabulary, such as descriptive language to describe the models that children make with construction materials. Children are quick to pick up unfamiliar words and phrases. Young children have a rich vocabulary of words as they name several types of vehicles and animals. The childminder asks children lots of questions and gives them plenty of time to respond to questions.
- Children choose books randomly and independently throughout their time with

the childminder. She welcomes their invite to share the books with her. The childminder uses different voices for animals and characters. She gives children time to talk about what they see in the books.

- Children are keen to talk about their outings in the community, such as going to look at the trains, or what they know about road safety. They have ample opportunities during the week to socialise with other children, such as attending community groups.
- The childminder supports children to learn about the differences among themselves. They have different resources and experiences to help them to learn positively about the differences in the wider, diverse community.
- The childminder encourages children to solve problems during their play and during routine activities. Children learn to count out bricks, compare sizes and learn about the fruit portions they have. The childminder gives children ample opportunities to recognise colours and shapes.
- Partnerships with parents are positive. Parents say they value the daily updates on what their child has achieved or experienced. The childminder works closely with parents on what they can do at home to further contribute to their child's development. This helps to ensure a consistent approach to children's care and learning.
- The childminder lacks an awareness of some of her responsibilities under data protection legislation. However, this breach does not have an immediate impact on children's safety and welfare, as she stores children's records safely and understands about confidentiality with the information she maintains.
- Overall, the childminder has developed a good curriculum based on children's interests and individual needs. She has clear intentions for what she wants them to learn. However, occasionally, she does not plan and provide children with the resources that reflect their existing skills. For example, young children become frustrated when they are not able to use scissors and glue pens for the craft activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed training since her previous inspection to develop a sound understanding of recognising the different forms of abuse and how to manage any allegations. In addition, she has developed a better awareness of safer recruitment procedures should she wish to employ an assistant. The childminder knows about the relevant agencies in her local authority should she have concerns about a child's welfare.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
establish a secure understanding of responsibilities under data protection legislation to ensure that information about children is managed correctly to meet legal requirements.	04/12/2023

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

- support children's physical development further, so they can learn to develop skills in using a range of tools to develop better control and undertake tasks with more ease.

Setting details

Unique reference number	EY269221
Local authority	Haringey
Inspection number	10301941
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 6
Total number of places	6
Number of children on roll	3
Date of previous inspection	2 June 2023

Information about this early years setting

The childminder registered in 2003. She lives in the London Borough of Haringey. The childminder provides care from 8am to 6pm, each weekday, throughout most of the year.

Information about this inspection

Inspector

Shaheen Belai

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder had a discussion with the inspector about the steps she has taken to raise standards in her service since the previous inspection.
- The inspector observed activities in the childminder's home and spoke to the childminder and children at appropriate times.
- Parental feedback was gathered and considered by the inspector.
- The inspector observed the quality of education provided and assessed the impact on children's learning.
- The childminder made relevant records available to the inspector, such as children's details and their attendance records.

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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