

Childminder report

Inspection date: 26 March 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

The nurturing childminder creates a warm and welcoming environment, where children are happy and feel very much at home. Children confidently talk to the childminder throughout the day about their play or what they have been doing at home with their family. They have a warm relationship with her. The childminder is attentive to children's individual needs, which helps them to feel settled. Children learn to be independent and develop confidence with their self-help skills. For example, they choose what food they want to buy and help prepare for lunch. The childminder also supports children to learn to dress and feed themselves.

Children behave well and they listen carefully to the childminder. The childminder clearly explains children's achievements to them. For example, she provides specific praise and says, 'Well done you're doing a good job, you have tried so hard to do that all by yourself.' This helps children to understand what is expected of them. There is a calm and positive atmosphere at the setting.

The childminder gets to know children well and provides an ambitious curriculum. The wide range of resources is linked to their individual interests and learning needs, sharing stories together is a particular favourite. Children listen and respond as the childminder reads and they look at the pictures in the book. They join in with familiar words of the story and take part in following the actions of songs.

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

- The childminder supports children to develop their communication and language skills through sharing stories and singing nursery rhymes. She talks to the children about what they are doing and encourages the children to use words to express themselves. For example, while sharing a book children comment on what clothes they like, 'I like that one, yes I like that'. Children are continuously building on their vocabulary and understanding.
- Children gain good physical strength. They practise a variety of skills, such as jumping as they play hopscotch and balancing as they walk along logs at the local park. Children gain good small-muscle control through cooking and painting. For instance, they can independently zip up their own coats. This supports children's physical development.
- Children are learning to understand their emotions. The childminder shares stories about different feelings and talks to children about different emotions they have. This supports children's understanding of themselves and others.
- The childminder is aware of the need to support children to develop their social skills. However, currently, children do not always have regular opportunities to meet with other children in the local area while in the care of the childminder, due to the practicalities of timings that they attend the setting.

- The childminder is encouraging and keen for children to learn new skills and knowledge. However, at times, the childminder provides too much adult support. The childminder does not always recognise how children's learning develops further when they are given more time and space to try to learn new skills by themselves.
- The childminder promotes healthy lifestyles and involves children in learning about where food comes from. The children visit local shops to help buy the food they will prepare and eat for their lunch. Children are supported with making independent choices and eating healthy foods.
- The childminder regularly evaluates her practice to improve outcomes for children. She recently attended a course to further her knowledge about supporting children with special educational needs and/or disabilities. She seeks professional development opportunities to enhance her knowledge and skills.
- Parents are positive about the care their children receive. The childminder regularly shares information with parents about what their child has been doing during their time with her through verbal discussions or via messaging. This helps to ensure continuity of care for children.

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:

- allow children more time to develop their own skills to help them to make the best possible progress during activities
- develop children's social skills further by supporting them to interact and build relationships with other children.

Setting details

Unique reference number	EY279905
Local authority	Haringey
Inspection number	10316915
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	11 May 2018

Information about this early years setting

The childminder registered in 2004. She lives in the London Borough of Haringey. The childminder currently operates Tuesday to Friday from 8am to 6pm, all year round.

Information about this inspection

Inspector

Haley McDermott

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 into account in their evaluation.
- The childminder and the inspector discussed the curriculum together.
- The childminder and inspector observed and evaluated an activity.
- Children spoke to the inspector about what they enjoy doing in the setting.
- The inspector observed the interactions between the childminder and children.
- The inspector had discussions with parents and took their views into account.
- The inspector held discussions with the childminder about practices and procedures.

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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