

Childminder report

Inspection date:

24 November 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed into this homely environment, and thoroughly enjoy their time with their childminder. They have the freedom to explore the extremely well-resourced playroom and extensive and exciting outdoor space. The children are very comfortable and feel at home in this setting. They have secure relationships with the childminder and frequently go to her for cuddles and comfort.

The children are immersed in song and stories throughout the day and engage intently in singing and the actions. They use the parachute to make waves, and they laugh and giggle as they play peekaboo. Children have a fantastic repertoire of songs and enjoy 'sleeping like bunnies', and naming and making animal noises as they sing 'Old McDonald had a farm'.

Children feel valued in this nurturing setting as they are given so many choices and opportunities to speak and have their voice heard. The childminder asks questions and listens intently to what children have to say, always giving them time to respond. Children are becoming confident communicators as they choose what snack they would like to have and what books they would like to read. Children are developing curiosity in the inviting sensory area, where they explore the colour and texture of objects on the light tray.

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

- The childminder knows the children very well and supports them with their emotional development. She has a strong ethos to ensure every child understands that they are unique and can express themselves. Children look at their faces in a mirror and use emotional vocabulary to describe their feelings.
- The childminder has a clear vision and ambitious curriculum, knowing what she wants children to learn. She plans activities using children's interests, and encourages their development of language during play. However, the childminder does not extend the children's learning as fully as possible. For example, children enjoy squeezing paint into pasta, but the experience is not learning-focused, and children's knowledge and understanding are not always enhanced.
- Children benefit from plenty of outdoor play, and the exciting zones that have been created allow children to explore independently. They read books in a reading den, get busy in the mud kitchen, and watch their own vegetables grow.
- Children move freely and confidently and have well-developed physical skills. Babies make good progress from crawling to walking and then negotiating steps. Older children use the large trampoline to jump. They practise their bike and scooter skills, and learn to climb a ladder.

- Children are excited and motivated to learn, and enjoy accessing resources in the environment. They use pasta in the kitchen, mix with pestle and mortars, and join in and cooperate during games. They pass balls across the table, counting 'one, two, three', and try to catch them. Children build their resilience and social skills while playing alongside adults and their peers.
- The childminder understands what to do when a child needs extra support. She works with parents and professionals to ensure that children get the extra help that they need to make good progress. This helps children to reach their full potential.
- Children demonstrate respect towards their environment and kindness to each other. The childminder is an excellent role model for behaviour, and children mirror these positive attitudes. They follow routines and boundaries well, putting the toys away at 'tidy-up time' and helping their younger friends with their shoes and coats.
- Parents speak very highly of the childminder, reporting the quality of the care and education that the children have received, and how amazed they are by the experiences and attention to detail provided. The childminder prioritises parent partnerships from the beginning, with detailed inductions and starting points. This means that children settle quickly and are making good progress.
- Communication with parents is a real strength. Parents are very happy with the information provided on the application and in newsletters, emails and messages. This enables parents to know what their children's interest are, what progress they have made and how to support them at home. For example, the childminder sends a variety of books home with a record to write in. Parental engagement is high, and a love of reading is promoted.
- The childminder's integrity and ambitious approach to professional development is admirable. She strives for improvement, not just for herself but for childminders within her local area. She is an excellent role model, and has high standards and expectations of the quality of care and early years education. She consistently uses ideas from training in her practice to strengthen her setting further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is vigilant in safeguarding the children in her care. She updates her knowledge regularly through online courses, and is highly competent. The childminder is familiar with all indicators of abuse. She has robust systems in place and a secure knowledge of how to make a referral to the local authority. She has a full understanding of issues such as the 'Prevent' duty and uses recent training and advice to harness her professional curiosity. She has robust risk assessment measures to ensure that children are always kept safe. She is reflective and evaluates the provision and ensures that her premises are secure.

What does the setting need to do to improve?

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

- extend children's learning further by making more use of opportunities and experiences throughout the day to teach and enhance children's knowledge and skills.

Setting details

Unique reference number	EY310685
Local authority	Haringey
Inspection number	10234945
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 2
Total number of places	6
Number of children on roll	6
Date of previous inspection	15 February 2017

Information about this early years setting

The childminder registered in 2006. She lives in Tottenham, in the London Borough of Haringey. She works with her mother, who is also a registered childminder, and, on occasions, an assistant. She operates her service all year round from Monday to Friday, 8.30am to 6.30pm. The childminder holds a level 3 childcare qualification.

Information about this inspection

Inspector

Sara Vincent

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 childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed the 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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