

Childminder report

Inspection date: 4 July 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children form strong, secure relationships with the childminder and her family. Children are content and settled in the childminder's care. The childminder's home, both indoors and the garden, is stimulating and engaging. Children are warmly welcomed by the childminder when they arrive. As a result, children quickly start to explore and choose from the interesting activities the childminder offers. The childminder plans fun and exciting activities that cover all areas of the early years curriculum. Planned activities are matched effectively to individual children's needs and motivate them to learn. The childminder is also quick to respond to the children's interests. For example, she noticed how much the children love playing with water and plans activities like catching floating balls, washing strawberries they pick in the garden, and playing tea party in the role play kitchen.

The childminder treats children with kindness and respect which supports their emotional well-being effectively. Young children listen attentively to the childminder and behave very well. They are supported to understand the simple rules such as tidying up after play and where to dispose used tissues. The childminder is experienced and overall, supports children's communication and language skills. She encourages younger children's early speech by introducing new words for them to hear and repeat. Children are keen to investigate number and shapes through their construction play. They have good opportunities to develop their physical skills, such as climbing steps, sliding and digging. Children make good progress from their starting points.

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

- The childminder uses her knowledge of the children to plan good adult-led meaningful and challenging learning opportunities. For example, children who enjoy drawing start to explore colour pens, crayons, patterns, and shapes as soon as they arrive. With the childminder's support, they practice tracing around their hands and compare the different sizes. The childminder consistently observes and assesses what children have achieved and addresses gaps in their learning. However, the childminder does not ensure that children are able to make their own choices and fully initiate their own play. This is because, resources are not easily accessible for children to choose from.
- The childminder understands her role in supporting children's speech. She asks children questions about their play and models the correct use of words. She encourages younger children to vocalise and repeat vocabulary clearly to her. However, at times in her enthusiasm, the childminder speaks too quickly not allowing children time to think and process what is being said. Despite this children's behaviour is very good and they make rapid. They also make good progress from their starting points and are well prepared for their future

transitions.

- Children play happily and become completely absorbed and show good concentration, using all their senses as they explore the sand, water, and fruit growing in the childminder's garden. Young children are intrigued as they pick their own strawberries and plums and wash them before eating them in the role-play kitchen. Children also develop their fine motor skills as they enjoy scooping floating balls in a water tray with a sieve and carefully fill a baking tray. Children are completely absorbed and show fantastic concentration.
- The childminder assesses her own practice thoroughly and encourages parents and other professionals to provide their feedback. Additionally, she takes time to reflect on her professional development. Most recently, she participated in a training session aimed at enhancing children's understanding of music and movement. She has improved her approach with activities such as when children take part in action songs and rhymes which helps them focus and engage better.
- The childminder ensures that children follow effective hygiene practices, such as washing their hands after messy play and during nappy changing, to support their good health. The childminder also prepares fresh and nutritious meals for the children, using mealtimes as an opportunity to encourage their independence. For instance, young children are taught to peel their own small oranges. Additionally, the children have regular access to fresh air in the well-equipped garden.
- The childminder works closely with parents to encourage children to continue learning at home. Parents report that their children really enjoy their time with the childminder and eagerly look forward to attending. Additionally, written feedback from parents demonstrates their high satisfaction with the childminder's service. Parents are kept well-informed in various ways, including daily discussions and individual photo albums showing their children's activities and progress.

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 younger children more time to think and respond to questions asked, to support their communication and language development further
- review the organisation of the indoor environment to allow children to make their own choices about what they would like to play with.

Setting details

Unique reference number	EY334420
Local authority	Haringey
Inspection number	10351575
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 1
Total number of places	6
Number of children on roll	3
Date of previous inspection	26 September 2018

Information about this early years setting

The childminder registered in 2006. She lives in Hornsey within the London Borough of Haringey. The childminder operates her service Monday to Thursday from 8.30am to 5.30pm, all year round.

Information about this inspection

Inspector

Rubina Nijabat

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 that into account in their evaluation of the provider.
- Parents shared their views of the setting with the inspector.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and children.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024