

Childminder report

Inspection date:

10 March 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children benefit from the childminder's high expectations for what they can achieve. Younger children are extremely inquisitive. They actively explore and investigate. Children learn how things work within the safe and highly resourced environment. They have tremendous fun with the childminder as they play and learn. The childminder inspires children to have a fabulous sense of awe and wonder. For instance, children learn how daffodils grow at springtime, through poems and play. After discovering the stem and the petals, children explore paint to recreate a flower mural. The childminder has highly effective interactions with children, which helps them to make exceptional progress.

Children are very happy, settled and independent. They radiate confidence and they form a close bond with the childminder. Children's behaviour is exemplary. They learn to use manners, wait their turn and share toys. Children learn how to look after animals, helping to look after the childminder's pet dog. They learn to be persistent in their activities, such as fitting jigsaw pieces into the slots. Children listen to explanations about turning the pieces round until they are successful. When the setting was closed due to the COVID-19 pandemic, the childminder made regular calls and visits to the families. She shared ideas with parents to extend their children's learning at home.

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

- The childminder has an extensive understanding of how young children learn. She applies this skilfully to her decisions about what to teach children. The childminder provides a curriculum which is tailored to children's precise needs, interests and what they need to learn next. She implements exciting opportunities for children to build on what they know and can do.
- Children become self-motivated learners, who benefit from having excellent opportunities to explore and to test out their own interests and ideas. For example, when they collect sticks of various shapes and sizes, they use them to dig for worms in the mud. Children learn words such as 'slippery and slimy' and have their own opinions as to whether they like the worms or not.
- The childminder gains a wealth of information from parents about their children. She uses this knowledge to help younger children settle seamlessly from their homes to hers. Parents speak extremely highly of the childminder, commenting that they are 'constantly in awe of what she does with the children'. They say that they can recognise children's learning that comes directly from the childminder.
- The childminder provides children with a language-rich environment. Children continually build and extend their vocabulary through stories, songs and discussion. They giggle when the childminder sings along to songs, and are

fascinated by her use of poetry. Children actively join in the actions to the song, watching the childminder intently for what they need to do next and whether they should be singing.

- Children relish the time they spend outdoors. The childminder takes the children to stimulating and exciting places in all weathers, such as the local farm, the zoo and daily walks to the nearby woods. Even the youngest children show great independence in the way they dress themselves in their outdoor clothing for rolling in the mud and jumping in the streams. This helps children to stay healthy and learn about the outside environment.
- The childminder undertakes training that is targeted at improving her knowledge and to the benefit of the children in her care. She continually reflects on what she can do to improve her practice, as a result children make excellent progress.
- Children have opportunities to learn about, understand and respect the similarities and differences between themselves and other people. They learn about a range of festivals, such as Chinese New Year and Diwali. The childminder helps children to learn about valuing and respecting special moments within their own lives, and those of others. Children who speak English as an additional language make excellent progress in their English language development.
- The childminder supports children in social situations. For example, they meet other children in woodland groups and share their picnic, while sitting on logs. Children beam with excitement as they sprinkle blossom over each other and tap in time to the sound of a woodpecker
- Children demonstrate that they are happy and secure in the childminder's care. They seek her out to proudly show her their achievements and have her join their play. The childminder is exceptionally attentive to children's individual needs and personal care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of her role and responsibilities to keep children safe and is fully aware of safeguarding procedures. She is confident and knows what to do if she has a concern about a child. The childminder ensures that children's welfare is at the forefront of her practice. She keeps her safeguarding knowledge up to date by completing training, including the broader aspects of safeguarding. The childminder's home is secure and well organised. She has thoroughly risk assessed her home and outdoors to minimise any hazards to children.

Setting details

Unique reference number	EY365491
Local authority	Haringey
Inspection number	10137961
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	3
Date of previous inspection	2 March 2016

Information about this early years setting

The childminder registered in 2007. She lives in the Crouch End area of the London Borough of Haringey. She works on Monday to Thursday, from 7am to 7pm, throughout most of the year. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Sandra Teacher

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 childminder, and has taken that into account in her evaluation of the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to the parents during the inspection and sought their views.
- Relevant documentation was available for inspection, including policies and procedures, first-aid qualifications and suitability checks.
- The inspector held discussions with the childminder and children throughout the inspection.
- The childminder and the inspector carried out a learning walk together. The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting, plans activities for children and keeps them safe.

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 2022