

Childminder report

Inspection date: 7 April 2025

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

Children form strong bonds with the caring and kind childminder and feel safe in her care. Through attentive and responsive interactions, the childminder supports children's emotional well-being, helping them to develop confidence and a sense of belonging. The childminder promotes positive behaviour by consistently modelling and reinforcing good manners, sharing and cooperation. She uses age-appropriate strategies, such as praise and encouragement, and has an 'emotion tray', with sensory resources to support children to regulate their emotions. This helps children understand what is expected from them.

The childminder supports all children to make good progress in their learning and development. She provides a wide range of stimulating and developmentally appropriate activities tailored to each child's interests and needs. She regularly observes children and notes what they can do. She uses this information to assess children's progress and plan individualised next steps in learning. This helps each child to continually learn new knowledge and skills. The childminder actively promotes children's physical well-being through a variety of engaging activities. She encourages children to participate in outdoor play, providing opportunities for them to develop their physical skills. Children become absorbed in water play, making different coloured water using food colouring, pipettes, and spray bottles. This helps children become more confident in their physical abilities and develop better fine motor strength.

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

- The childminder consistently checks children's progress and uses this to determine next steps and achievable goals. The childminder works closely with parents to ensure a consistent approach to learning and behaviour. This includes support for those children with special educational needs and/or disabilities. All children make good progress.
- The childminder encourages children to develop a love of books and stories. She has a wide selection of age-appropriate books, which children access freely. Children show a fondness for stories and excitedly join the childminder to read 'The Very Hungry Caterpillar'. After reading the story, children enjoy scooping up coloured pasta, using various sized spoons and tweezers and pouring it in the mouth of a cardboard caterpillar. As they develop skills in their hand-eye coordination, the childminder recalls the events in the story. This helps children to remember more and repeat actions from the story.
- The childminder promotes communication and language through all aspects of the day. Children enjoy singing, 'rhyme time' and discussion. Children are able to express their needs and are confident communicators. The childminder is aware that younger children need more explanation and sits close by to support them.

She provides a lot of narration and teaches children how to use new equipment. However, sometimes the childminder redirects children's play too quickly and does not give them time to explore the resources fully before they move on to other learning experiences.

- Children learn about the importance of washing their hands before they eat and after visiting the toilet. The childminder talks to children about the germs which cannot be seen and children readily wash hands after using tissues to blow their noses. Children are building on their knowledge about the importance of hygiene. This helps them develop healthy habits for the future.
- Children learn to express how they are feeling through selecting different emotions shown on different cards. The labelling of emotions helps children understand that it is natural to experience a range of emotions at different times of the day and that talking about it is important. Children are beginning to understand their own emotions and behave well.
- Partnerships with parents are good. The childminder values the importance of working closely with parents and provides emotional support to them, as well as signposting to other agencies, as required. The childminder shares information with parents about their child's development and gives ideas on how parents can support learning at home. Parent feedback is very positive.
- The childminder is very reflective. She considers how she can develop things to make them even better for children. She identifies training, which has a positive impact for children. For example, she has recently attended training on supporting children's behaviour and managing their emotions.

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:

- give children more time to explore and complete activities before moving them on to the next activity.

Setting details

Unique reference number	EY374661
Local authority	Haringey
Inspection number	10380490
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 4
Total number of places	8
Number of children on roll	7
Date of previous inspection	11 June 2019

Information about this early years setting

The childminder registered in 2008 and lives in Tottenham, in the London borough of Haringey. She operates all year round from 8am to 6pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder works with two co-childminders. The childminder provides funded early education for children.

Information about this inspection

Inspector

Anahita Aderianwalla

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder, the co-childminders and children.
- The inspector carried out a joint observation of an activity with the childminder.
- Parents shared their views of the setting through written comments.
- The childminder provided the inspector with a sample of key documentation on request.

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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