

Childminder report

Inspection date: 4 June 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 are happy and settled in the childminder's home. They confidently move around the play area and have access to a wide range of resources. The childminder knows the children well and plans a curriculum that supports their individual needs and interests. She plans activities based on what parents tell her about their child and her own observations. The childminder encourages and supports children's play by enthusiastically taking part. For example, children select small balls and guess the colour. The childminder uses the activity to introduce new colours, sounds of letters and how to share.

The childminder encourages children to enjoy the outdoors and provides opportunities for children to develop physically. Children attend local 'play and stay' groups, trips to parks and outdoor events. The childminder supports children to complete simple hygiene practices. Children are encouraged to wash their hands at regular intervals during the day. For example, before and after snack time, and after creative activities.

Children are very independent and their behaviour is good. They learn how to show respect and consideration for others and their environment. For example, children are encouraged to help to tidy away their toys when they finish playing with them.

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

- Babies settle as their routine and needs are met very well. The childminder has lovely care routines in place to ensure this happens. She follows their routine from home to ensure all babies are secure and happy. For instance, babies happily cuddle into the childminder as they have their bottle.
- The childminder provides healthy snacks that promote children's health. She listens closely to parents' information regarding their children's dietary needs and preferences. The childminder encourages children to recognise different fruits at snack time and understand they are good for them. Children enthusiastically walk to the bathroom and independently position the step, squeeze the soap dispenser, and choose their individual towels from their peg. Young children begin to understand that this prevents the spread of germs.
- The childminder understands the importance of a curriculum that includes what children need to know to support their next stage of learning. She is happy to allow children to make decisions in their play and problem solve. For example, children choose a paint brush and the paint they want to cover their pasta shapes with. However, the childminder does not always provide enough time for children to respond and share their answer before moving to another question or topic.
- Parents are kept up to date about their children's progress and well-being. The

childminder and parents work closely together to ensure the best outcomes for children. The childminder enjoys good relationships with parents. Parents use the childminder to care for older children, as well as their younger siblings.

- The childminder has a positive approach to increasing her knowledge of learning and development. She regularly reviews her practice to evaluate how well she supports children's care and learning. She has identified future training and relevant support to continue to improve her professional development and knowledge further.
- The childminder is confident in how to provide effective support for children including children with special educational needs and/or disabilities. She works together effectively with parents and relevant agencies to ensure children make the best possible progress.
- The childminder praises children for their efforts, which helps develop their confidence and self-esteem. Children learn how to share toys and begin to manage their own emotions. As a result, young children behave well and begin to learn to be respectful and tolerant of each other.
- The childminder supports children's communication and language skills effectively. Young children copy familiar words and sentences. They listen well and join in with the actions, while the childminder reads and sing songs with them. The childminder encourages the children to enjoy books by regular trips to the local library. The childminder also meets with other local childminders to give children opportunities to socialise with other 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 sufficient time for all children to process questions, clarify their thinking and contribute with a response, to further extend their understanding and speaking skills.

Setting details

Unique reference number	EY395988
Local authority	Haringey
Inspection number	10388679
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 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	23 July 2019

Information about this early years setting

The childminder registered in 2009. She lives in Hornsey, in the London Borough of Haringey. The childminder operates all year round from 8am to 6pm, Monday to Friday, except for family holidays and bank holidays.

Information about this inspection

Inspector
Julia Crowley

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- 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 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.

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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