

# Childminder report

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Inspection date: 14 May 2025

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

The childminder's home is well organised and well equipped. This supports children to develop their independence as learners. The childminder collaborates with her assistants to prepare children effectively for school, using their interests to guide and extend their learning. Her curriculum is comprehensive, covering all essential areas. Working closely with her assistants, the childminder promptly identifies any gaps in children's development and implements targeted plans to address them. This ensures that each child makes continuous progress.

The childminder is dedicated to forming strong and positive relationships with children and their families. She places a great importance on getting to know each child before they join the setting. The childminder gathers detailed information during the induction process. By using this knowledge of children's interests, the childminder plans engaging and motivating learning experiences that support children to have a smooth and confident transition into the setting.

The childminder has worked on developing children's understanding of what is right and wrong to support them to manage their behaviour and build positive relationships. She consistently models positive behaviour and clearly reinforces her expectations. The childminder regularly reminds children of the 'golden rules' and supports them to develop empathy and cooperation, encouraging skills such as sharing and taking turns. This consistent approach has a positive impact, with children demonstrating respectful and considerate behaviour in their interactions.

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

- The childminder observes and assesses children's learning regularly. She identifies each child's developmental stage, spots any gaps in their learning and plans targeted support to close them. The childminder maintains individual logs to monitor children's progress. She uses this information to plan a sequenced curriculum that builds on each child's skills and knowledge. As a result, children make strong progress and are well prepared for their next stage of learning.
- The childminder is dedicated to fostering a strong sense of identity in the children she cares for. She supports them to learn about their own backgrounds and cultures, while also introducing them to a range of different cultures, beliefs and traditions through carefully planned activities. This approach helps children to develop a sense of belonging, appreciate diversity and build respect for others.
- The childminder creates a language-rich environment by joining in children's play, modelling language and introducing new vocabulary through stories and action rhymes. She support children's speech development by gently repeating and building on children's words. As a result, children gain confidence and

communicate clearly.

- The childminder actively promotes children's independence through daily routines and meaningful tasks. She encourages children to take responsibility by involving them in activities, such as tidying up after their play and feeding themselves using cutlery during mealtimes. These everyday experiences help to build children's essential self-care skills and a sense of ownership. Through this consistent approach, children develop confidence and grow in their independence.
- The childminder supports children's understanding of the world by planning practical experiences, such as walks along the river and planting activities. She uses these hands-on experiences to help children to gain a deeper connection with nature and enhance their knowledge of their environment.
- The childminder promotes healthy eating by offering nutritious snacks and drinks that support a balanced diet. She also takes children to the supermarket to explore different foods. However, the childminder does not consistently help children to understand how healthy foods benefit their bodies. This limits children's understanding of how nutrition affects their overall well-being and development.
- Partnerships with parents and carers are strong. The childminder consistently keeps parents informed about their children's learning, offering practical suggestions for supporting their development at home. Parents report being pleased with the care their children receive and the progress they make.
- The childminder and her assistants regularly engage in training to enhance their knowledge. They work closely with external professionals to further strengthen their practice. The assistants highlight the childminder's supportive approach, noting the positive impact it has on their development and the care provided.
- Children have ample opportunities to learn beyond the setting, such as through outings to local parks and the library. These experiences support children's physical development and enhance their social skills and learning.

## 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:**

- promote children's understanding of healthy eating to improve their knowledge and develop an understanding of making healthy choices.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY428343                                                                          |
| <b>Local authority</b>                             | Haringey                                                                          |
| <b>Inspection number</b>                           | 10392199                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 9                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | 9 August 2019                                                                     |

## Information about this early years setting

The childminder registered in 2011 and lives in Tottenham, in the London Borough of Haringey. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides government funded childcare. She has an early years foundation degree. The childminder works with two assistants, who hold relevant childcare qualifications at level 3.

## Information about this inspection

### Inspector

Honufa Begum

### Inspection activities

- The inspector discussed the intent of the curriculum, observed its implementation during activities indoors and assessed the impact on children's learning.
- The inspector completed a joint observation with the childminder.
- The views of parents were obtained through written feedback.
- The inspector held discussions with the assistants and considered their views.
- 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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