

Childminder report

Inspection date: 6 March 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 thrive in this warm and nurturing environment. The childminder is a skilled practitioner who supports children's progress effectively. Children are fully engaged in their learning as the childminder creates an environment that caters to their individual needs and interests. The childminder actively participates in children's play, offering ideas and extending children's learning. She encourages children to explore and problem-solve, such as when they show curiosity while investigating different fruits and vegetables.

The childminder prioritises children learning outdoors and exploring their community, ensuring that outings link to children's interests and learning. For instance, she planned a visit to a military museum to support a transport theme and a trip to the zoo to follow children's interest in animals. These outings enrich children's learning by connecting it to real-world experiences.

Overall, the childminder sets clear routines and expectations. She gently reminds children of rules, such as not to run indoors, to promote appropriate behaviour. Through her interactions, the childminder fosters respect for others, leading to generally positive behaviour. Older children consistently put away their books after reading. The childminder also supports children through transitions, such as the arrival of a new sibling, by reading books and having conversations to help them to process and to manage change. This supports children's emotional well-being.

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

- The childminder arranges the curriculum to build on children's skills. She collaborates closely with her assistants, discussing children's learning and development. Together, they identify any gaps in children's learning and make adjustments to the curriculum to address them. This approach helps children to achieve positive outcomes.
- The childminder prepares children well for their transition on to school by developing their independence and working in partnership with external professionals. For example, she collaborates with local schools and nurseries to build strong partnerships, ensuring that children are well prepared for the next stage in their learning.
- The childminder promotes children's understanding of diversity through activities that explore various cultures and beliefs. She introduces different foods, festivals and traditions to children. This fosters an inclusive environment where children learn to respect differences. This enhances children's social and cultural awareness.
- The childminder uses mathematical language to describe what children are doing. She highlights the colours of objects, discusses the shapes they are

playing with and talks about the size of blocks, such as 'bigger' or 'smaller'. This approach helps children to develop early mathematical skills and extend their vocabulary.

- The childminder builds strong partnerships with parents and carers. She gathers essential information when children start and consistently updates parents on their child's learning and development. Parents greatly value the service the childminder provides, which fosters a collaborative and supportive environment.
- The childminder values her assistants' feedback to assess the effectiveness of the provision. The assistants highly appreciate the support and training opportunities the childminder provides for them, which help them to develop their practice. This ongoing development enhances the quality of care and learning provided, benefiting children's overall progress.
- The childminder focuses on fostering children's communication and language development. She introduces new vocabulary to children and demonstrates how to use it in context, such as when cutting fruit. The childminder engages children in ongoing conversations. As a result, children become confident and articulate communicators.
- The childminder provides outdoor play opportunities that support all children's physical development. She encourages younger children to practise walking and balancing on soft surfaces, while older children develop coordination and physical skills through activities, such as basketball.
- The childminder engages well with children, offering choices to keep them involved. She is working on reinforcing turn-taking in conversations. However, the childminder does not consistently promote active listening and reinforce her expectations to children to help them to stay fully engaged during activities. For example, occasionally, children speak over each other, which impacts on their engagement in their learning.
- The childminder skilfully models and supports children to learn to use knives to cut their own fruit and vegetables. They provide language to describe the textures. This supports children's hand-eye coordination and the development of the small muscles in their hands and enhances their language and communication skills well.

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:

- support children to develop their listening skills and attention further.

Setting details

Unique reference number	EY434183
Local authority	Haringey
Inspection number	10368469
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 3
Total number of places	18
Number of children on roll	9
Date of previous inspection	21 March 2019

Information about this early years setting

The childminder registered in 2012. She lives in the London Borough of Haringey. The childminder works with two assistants. She offers full and part-time care each weekday, from 8am to 5pm, throughout most of the year. The childminder holds a relevant qualification at level 6. She works with two assistants, who hold appropriate childcare qualifications at level 3. The childminder provides government funded childcare.

Information about this inspection

Inspector

Honufa Begum

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning and how she keeps children safe.
- Children spoke to and interacted with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder evaluated children's learning with the inspector.
- The inspector spoke to the childminder and her assistants at appropriate times during the inspection.
- The childminder considered written feedback from parents.
- 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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