

Childminder report

Inspection date: 5 October 2022

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 show they feel safe and secure in the care of the childminder and her co-childminder. They form positive relationships with the childminder, who knows them well. Children enjoy playing with the childminder and their friends. For example, they giggle and laugh with each other as they play hide and seek. Children have a secure sense of belonging. They are confident to approach the childminder and to engage her in their play. For example, they request stories to read with the childminder and go for cuddles when needed.

The childminder has regular discussions with parents about their children's day at the setting. She informs them about the activities children participate in during the day. Parents fully appreciate the nurturing and caring environment. They are happy with the activities that the childminder provides for their children at the setting.

Children benefit from a wide curriculum and enjoy exciting activities which are based on their interests. Children are full of smiles and enjoy the activities the childminder provides. They form positive relationships with one another and learn to share and take turns. They understand what is expected of them, behave well and are developing good social skills and independence.

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

- The childminder supports children's emerging communication and language skills effectively. For example, she frequently sings children's favourite songs, both in English and Spanish, which motivates them to join in with the words. Children demonstrate a love of books and reading.
- Children are supported and encouraged to be confident, independent and self-aware. For example, the childminder encourages children to blow their own noses and clean them before she does it for them. She wants all the children she cares for to be ready for the next stage in their learning. The childminder works hard to develop children's social and personal skills in a safe and nurturing environment.
- The childminder provides opportunities for children to develop both their small and large physical skills. For instance, they practise their small physical skills when they learn to eat using a spoon. Children explore ways to move their whole bodies as they learn to salsa dance with the childminder. They independently fasten their shoes. Children develop the strength in their fingers and improve their hand-to-eye coordination.
- Children enjoy imaginary play. They pretend to be musicians and enjoy making music. They show sustained concentration and good coordination as they use instruments such as drums and cymbals to make various musical notes and sing at different pitches. Children are also beginning to count and solve simple

mathematical problems. For example, they play hide and seek games with the childminder and use positional language such as 'under', 'behind' and 'inside'.

- The childminder offers healthy and nutritionally balanced food at mealtimes. She considers the dietary needs and preferences of individual children. The childminder expertly introduces children to a wider range of tastes as she slowly includes different vegetables in meals.
- Overall, the childminder has effective partnerships with parents and families. She regularly shares information with them and helps them to feel included. Parents feel informed about their children's progress. However, the childminder does not inform parents about their children's assessments and the next steps in their learning and development, to enable them to further support children at home.
- The childminder knows the children well and talks about their starting points, their interests and the progress they have made. She uses ongoing observations to know what she is supporting them with next. The childminder plans a broad range of activities that are designed to provide challenge for children. However, on some occasions, these activities are not sharply tailored to children's individual learning needs and interests. Therefore, children do not engage deeply and embed their knowledge and skills to the highest level.
- The childminder, together with her co-childminder, reflects on her practice to make improvements. She fulfils her commitment to undertake mandatory training, such as first aid and safeguarding.

Safeguarding

The arrangements for safeguarding are effective.

The childminder, who is the designated safeguarding lead, keeps her knowledge up to date by accessing safeguarding training. She has a good knowledge of the potential signs and symptoms of abuse. She is confident to act quickly if she is worried about a child's safety. She is able to talk about risks to children, including those relating to radical and extreme behaviours. The childminder is aware of local safeguarding partnership procedures. She carries out regular safety checks on her home to minimise any safety hazards. Her assistants are also fully aware of the signs and symptoms of abuse and what to do if they are worried about a child's welfare, including whistle-blowing.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen the curriculum intentions to focus more sharply on children's individual learning needs
- provide further information about children's next steps in their learning and development to support parent partnership working.

Setting details

Unique reference number	EY448087
Local authority	Haringey
Inspection number	10235810
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 2
Total number of places	8
Number of children on roll	5
Date of previous inspection	18 October 2016

Information about this early years setting

The childminder registered in 2012 and lives in the London Borough of Haringey. She works with a co-childminder and operates Monday to Friday, from 8am until 6pm, throughout the year. The childminder holds an early years qualification at level 4.

Information about this inspection

Inspector

Sharmee Bhatt

Inspection activities

- This was the first routine inspection the childminder 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 their evaluation of the childminder.
- The inspector spoke to the childminder, her co-childminder and her assistants about their knowledge of child protection and the procedures to follow to keep children safe.
- The inspector looked at a sample of the childminder's documentation, including evidence of the suitability of persons living in the household.
- The inspector talked to parents and took account of their views on the setting.
- The inspector spoke to the childminder about how she organises the curriculum.
- The inspector observed interactions between the practitioners and children during activities and assessed the impact of their teaching on children's learning.

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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