

Childminder report

Inspection date:

15 May 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy and safe in this positive, calm and nurturing environment. Children thrive as the childminder skilfully embeds learning opportunities into every part of children's time with her. For example, children decide they are going to make a salad in the mud kitchen. They excitedly choose the ingredients for the salad from the garden, as the childminder supports them to add others, such as vinaigrette dressing and feta cheese. This develops children's understanding of how to make a salad and introduces new words to them. Children benefit from the childminder's very high expectations of them. They are reminded to tidy up after playing with toys, and say 'please' and 'thank you' to each other. These reminders help children to follow behaviour expectations well and interact politely with adults and their peers.

Children flourish under opportunities to embed their learning in the local area through regular trips to the forest, allotments, playgroup and library. This helps children to develop their understanding of their local community and all it has to offer.

Children make excellent progress in their personal, social and emotional development. They develop their understanding of emotions that they and others may be feeling. Children begin to self-regulate their emotions by using strategies such as yoga or looking at a book to calm down. Children explore what characters in books are feeling or discuss the impact that their actions have on the feelings of others with the childminder. Developing empathy in this way helps children to form relationships.

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

- The childminder relates children's play their previous experiences and learning. For example, when reading 'The Stickman' to the children, the childminder relates the story to a recent walk in the woods. This helps to reinforce previous learning and create connections to new learning for the children.
- The childminder plans an ambitious programme of learning for communication and language. She subtly models the correct sentence structure to children during high-quality, two-way interactions. The childminder uses repetition, such as 'shake, shake, shake', as children shake their bowls in the toy kitchen. This helps children to associate actions with words. The childminder uses a wide range of ambitious vocabulary to support children to learn new vocabulary. This means that children make very good progress in their communication and language.
- The childminder makes excellent use of books in her curriculum. She reads many books to children, ensuring that they are all engaged as they listen to the

story. The childminder takes the children on regular visits to the local library, where children enjoy stories and choose books to take home and enjoy during the week. This helps children to develop a love of books and widens their vocabulary.

- The childminder carefully considers how to support children to develop in their physical skills. She plans opportunities for them to strengthen their fine motor skills. For example, children use tweezers, make marks with crayons and pens, dig in the sand and build constructions with bricks. The childminder provides lots of opportunities for physical exertion. Children develop their hand-eye coordination by kicking and rolling balls. They develop their balance by balancing along an obstacle course or driving toy cars. This means that children make very good progress in their physical development.
- The childminder incorporates mathematical learning into daily activities. For example, children practise counting as they play hide and seek or hunt for shapes in the garden. This supports children to understand early mathematical concepts.
- The childminder supports children to develop their independence very well. Children put on their own coats and boots and pour their own water. The childminder encourages children to persevere when things are challenging. For example, she encourages children to keep trying to put their superhero costumes on themselves even though this is hard for some. Developing independence and perseverance in these ways builds children's self-esteem and prepares them well for the next stage of their learning journey, such as school.
- The childminder builds strong parent partnerships. Parents particularly appreciate the nutritious food and the opportunities children have to explore the local area. The childminder provides daily feedback to parents about what the children have been doing during the day. This helps children to transition well between home and the setting.
- The childminder is passionate about providing the best service for children that she can. She ensures that she continuously keeps her professional development up to date. The childminder accesses regular training from the local authority and online specialist providers. She reaches out to the local authority regularly for advice and support. The childminder is reflective and is constantly striving to improve her practice. This leads to excellent outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that the environment is very well organised and hygienic. She makes excellent use of ongoing risk assessment processes to ensure that children are safe during their time at nursery.

The childminder supervises children well and ensures that they are always in site or hearing. She attends regular safeguarding training and has a strong understanding of processes to follow if she is concerned children are at risk of harm, or if an allegation is made against her or a household member.

Setting details

Unique reference number	EY450633
Local authority	Haringey
Inspection number	10264368
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 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	13 June 2017

Information about this early years setting

The childminder registered in 2012 and lives in the London Borough of Haringey. The childminder holds an appropriate level 2 qualification in childcare. She works from Monday to Friday, all year round, apart from holidays.

Information about this inspection

Inspector

Jenny Gordon

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 provider and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the childminder.
- Children spoke to the inspector about what they enjoy doing within the setting.
- The inspector observed the interactions between the childminder and children.
- The inspector looked at written feedback from parents and took account of their views.
- The inspector held discussions with the childminder about practices and procedures.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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