

# Childminder report

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Inspection date: 26 May 2022

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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> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| 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**

Children are happy and clearly enjoy attending this warm, home-from-home environment. The childminder and her assistant build positive relationships with children and their families, and this helps children to feel secure and settled. Children explore their surroundings freely as they choose from a range of resources on offer. They are keen learners and try hard to master their independence skills. For example, children confidently find the watering can in the garden and water the flowers and plants without being prompted. They take immense pride in this task and show a deep understanding of the natural world around them.

Children develop good social skills. They play together with genuine kindness and respect, and their behaviour is good. Older children enjoy taking care of the younger children in the group and beam with pride when babies achieve tasks. Children demonstrate their understanding of the high expectations set by the childminder. They listen to and follow her instructions well.

Children thoroughly enjoy story time. They confidently choose stories and the childminder and her assistant read with them throughout the day. Children sit and listen for extended periods of time, offering comments and ideas about what might happen next in the story. Children show great joy at exploring the large and well-resourced outdoor area. For example, they build sandcastles in the sandpit, enthusiastically showing the inspector what they have made.

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

- Parents comment on the strong partnership they have with the childminder. Communication is good and parents are kept up to date with their children's routines and development. The childminder shares next steps and ideas to continue children's learning at home, which include parents' input. Parents comment that they appreciate the 'homely' and 'nurturing' environment that the childminder provides.
- The childminder knows the children she cares for very well. She finds out about what they know and can do through discussions with parents when children join. The childminder monitors children's progress and uses her knowledge of child development to identify any possible gaps in children's learning. All children make good progress from their starting points.
- The childminder provides healthy and nutritious meals for children. She encourages children to follow good hygiene routines. For example, the children know that they must wash their hands before eating their lunch and why this is important.
- Children have daily opportunities to explore the world around them. The childminder and her assistant regularly visit local playgroups, which helps to

develop the children's social skills with children that they are not always familiar with. The children enjoy visiting the local park and nature reserve, where they hunt for insects and develop their physical skills, such as climbing.

- Overall, the childminder manages her setting effectively. She identifies and makes changes to her practice that help to improve children's care and learning. The childminder completes mandatory training. However, she has not considered targeting her professional development as much as possible in order to further improve knowledge, skills and learning outcomes for children.
- Children have good communication skills. The childminder and her assistant support children's learning by modelling new language. The childminder repeats words and helps children to understand different phrases. Children use a wide range of vocabulary and engage constantly with the inspector throughout the morning. Children are able to express themselves freely and explain to the childminder how they feel and what they would like to do. This ease of communication helps to create the calm and nurturing atmosphere.
- The childminder ensures that mathematics is part of everyday activities. She encourages children to count for a purpose and to recognise numbers. The childminder uses incidental learning opportunities to incorporate counting. For example, when the children are making handprint paintings, she encourages them to count their fingers, which they confidently do. The childminder provides many opportunities for children to develop their literacy skills. For example, children show high levels of concentration when they are using magnetic letters on the whiteboard during outside play in the garden.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a thorough understanding of child protection. They know how to keep children safe. They know who to contact and what to do if they have concerns about children's welfare or think a child may be at of risk of harm. The childminder updates her knowledge through safeguarding training and research. Children play in a safe and secure environment as the childminder takes care to ensure that the home is routinely risk assessed. Children are closely supervised by the childminder throughout the day.

## What does the setting need to do to improve?

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

- identify professional development opportunities to strengthen knowledge of the curriculum and how children learn and develop, to further improve learning outcomes for children.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY459239                                                                          |
| <b>Local authority</b>                             | Haringey                                                                          |
| <b>Inspection number</b>                           | 10231847                                                                          |
| <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 3                                                                            |
| <b>Total number of places</b>                      | 7                                                                                 |
| <b>Number of children on roll</b>                  | 7                                                                                 |
| <b>Date of previous inspection</b>                 | 19 September 2016                                                                 |

## Information about this early years setting

The childminder registered in 2013. She lives in Manor House, in the London Borough of Haringey. The childminder provides care between the hours of 8am and 6pm, Monday to Friday, throughout most of the year. She works with an assistant. The childminder provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Laura Rathbone

### 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 her evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector looked at a sample of documents and certificates.
- The inspector carried out an observation of an activity. The childminder and the inspector reflected on this together.
- The inspector took account of the views of parents through written and verbal feedback.
- The inspector observed the quality of education that is provided indoors and outdoors, and assessed the impact 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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