

Childminder report

Inspection date: 1 April 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children have close relationships with the childminder, who is enthusiastic and caring towards them. Children are confident and happy in the setting. They enjoy exploring the environment and can choose from a wide variety of resources, which helps them to develop their confidence and independence. The childminder takes account of children's interests when planning activities. For example, treasure baskets filled with lots of different materials are available for babies to explore different textures. This helps them to develop their play and sensory skills. Children enjoy listening to nursery rhymes and made-up songs. They have access to a range of musical instruments and explore the sounds through shaking and tapping. The childminder shows babies how to use the instruments and introduces new words, such as 'bells', to name the instruments. This helps children to extend their vocabulary.

Children develop secure attachments with the childminder. They demonstrate a strong sense of belonging and show that they feel safe and secure. The childminder is a positive role model. She has a calm and consistent approach to managing children's behaviour. For example, she uses stories and puppets to support children's understanding of different emotions and talks to children about their feelings. Children visit the local park, library and childminder playgroups. This supports children's knowledge and understanding of the world around them and helps them to develop their social skills with others. Children learn about diversity and celebrate different festivals. For example, they learn about Ramadan and the month of fasting. They have access to a range of books and resources that reflect their different ethnic backgrounds.

Throughout the COVID-19 pandemic, the childminder kept in close contact with parents through a messaging app chat group and video calls. She also offered wraparound care to some children whose parents are key workers. This supported children's well-being and provided continuity of learning.

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

- The childminder has good settling-in procedures. She arranges home visits before children start at the setting. This helps the childminder to build positive relationships with the children and their families. In addition, she gathers information about children's starting points. She uses this information to plan activities that support children to make progress in their learning. Where the childminder finds gaps in their learning, she provides activities to help close these.
- The childminder supports children's communication and language development through reading books and singing songs. For example, babies explore tactile

books during story time and the childminder introduces words such as 'fluffy and soft' to describe the different textures.

- The childminder offers a range of activities that support children's fine motor skills. For example, babies enjoy exploring simple inset puzzles and putting balls into a bucket. However, sometimes, the childminder encourages babies to engage in mark-making activities that are beyond their age and stage of development.
- Children are beginning to develop their independence. For example, they use their fingers to feed themselves fruit at snack time. However, the childminder does not always maximise the opportunities to teach babies new skills and extend their independence.
- The childminder values children's individual needs and differences. She has clear systems in place for identifying children with special educational needs and/or disabilities. For example, she will refer children to speech therapy if they have delayed language and communication.
- The childminder develops good partnerships with parents. She keeps in regular contact and updates parents about their children's learning and progress. She gives parents advice on how they can support their child at home. Parents say that they are happy with the care their children receive. They receive regular updates and feel included in children's learning.
- The childminder shows high levels of commitment to her professional development. She regularly accesses online training, which she uses to improve her knowledge and practice. For example, the childminder has implemented toothbrushing at her setting for all children in her care after learning about the importance of oral hygiene in the updated 'Statutory framework for the early years foundation stage'. This teaches children how to brush their teeth properly and the importance of good oral hygiene.
- The childminder has good links with other local childminders. She meets with them regularly to share information and good practice.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is effective. The childminder recognises the signs of possible abuse. She understands her responsibility to safeguard the children in her care and keep them safe. She attends regular up-to-date safeguarding training and knows how to report any concerns to the relevant professionals. The childminder has a written safeguarding policy in place. She shares this with parents before their children start at the setting. The childminder gives consideration to aspects of safeguarding, such as Female Genital Mutilation. The childminder teaches children about keeping themselves safe both in her setting and in the local community.

What does the setting need to do to improve?

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

- enhance further the planning and delivery of the curriculum for early writing so that it provides appropriate activities that support the children's age and stage of development
- maximise opportunities for babies to do more for themselves and develop their independence skills further during mealtimes.

Setting details

Unique reference number	EY304535
Local authority	Haringey
Inspection number	10128428
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 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	16 April 2015

Information about this early years setting

The childminder registered in 2005 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. The childminder offers full-time childcare and provides wraparound care for children who attend local schools.

Information about this inspection

Inspector

Lindsey Foster

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 setting.
- A range of relevant documents was viewed by the inspector, including the childminder's safeguarding policy and paediatric first-aid certificate.
- The childminder and the inspector had a learning walk together and discussed the intent of the childminder's curriculum.
- The inspector observed activities and assessed the impact of these on children's learning and their progress.
- The inspector spoke to parents about their experiences with the childminder.

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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