

Childminder report

Inspection date: 13 June 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	Met
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What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy the time they spend with the childminder. They make choices about what they want to do and take part in activities that help them to build their knowledge and skills over time. For example, after reading about planting sweetcorn, children eagerly join in singing and dancing. They happily move their bodies in time to the music as they pretend to be sprouting seeds.

Children behave very well and have a positive attitude to learning. They benefit from the childminder's positive role modelling and consistent approach. The childminder has high expectations for every child. As a result, children build good friendships with their peers and play cooperatively together. Children learn to share and take turns. The childminder gives them consistent messages. Her approach to managing children's behaviour is good. Children learn to manage their emotions and regulate their behaviour.

Children develop good skills to prepare them for the next stage in their learning. For example, children use numbers and counting in their everyday play. As the childminder reads a story, she encourages the children to count the number of sweetcorn seeds they can see on the page.

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

- The childminder supports children's communication and language well. Throughout activities, she provides a commentary and models good conversational skills. The childminder encourages children to be involved in the storytelling. For example, she encourages them to finish off sentences and asks them questions about what is happening in the story.
- Children have access to a wide range of books and frequently sing songs and rhymes during their everyday play. When the childminder reads children a story, she uses expression in her voice to capture children's interest.
- The childminder ensures children get plenty of fresh air and exercise. She helps to promote healthy lifestyles and involves children in learning about their good health and well-being. For example, children visit the local nature reserve. They climb logs and trees and play in the large mud kitchen.
- The childminder supports children well to develop a positive attitude to learning. Children are imaginative and create simple role play scenarios based on their own experiences, such as cooking or shopping. Children enjoy preparing vegetables in the pretend kitchen. The childminder supports children to follow their own ideas and leads children's play. This fully promotes children's imaginations.
- The childminder is in tune with children's individual capabilities. She observes and assesses children during play to identify what they need to learn next. She

provides an environment that enables children to access resources easily and make independent choices in their play. However, the childminder does not consistently teach children the importance of keeping their environment tidy. As a result, the playroom floor becomes cluttered with toys and resources. This minimises the space for children to move around.

- Children develop a good understanding of diversity beyond their immediate family. For example, the environment has positive cultural images, books and role play resources for the children to explore. Children visit the local Turkish and Polish cafes and shops regularly. They try new foods and bring them home to eat.
- The childminder ensures that her mandatory training is up to date. However, her professional development plans are not yet fully embedded to help improve her practice to a higher level.
- Children understand the rules and routines that are set by the childminder. They behave very well. The childminder's interactions with children are very caring, sensitive and supportive. Children demonstrate that they are extremely happy and secure as they explore their environment and make decisions.
- The childminder works closely with parents. She knows the children and their families very well. She uses this information to offer wide experiences that complement each family's home life. Parents report positively about their children's experiences with the childminder. They appreciate that the childminder provides them with information to support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps children safe and promotes their welfare. She has a good understanding of the procedures to follow should she have any safeguarding concerns. She recognises the possible signs and symptoms of abuse or neglect, including those relating to a wide range of safeguarding issues. She knows who to contact if she has concerns about the welfare of a child. The childminder completes regular checks on her home to ensure that it is safe and secure.

What does the setting need to do to improve?

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

- provide more opportunities for children to think about keeping their environment tidy so they have more space to play with their chosen resources
- build on professional development plans to raise the quality of education further.

Setting details

Unique reference number	EY219097
Local authority	Haringey
Inspection number	10120160
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	2 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	12 June 2015

Information about this early years setting

The childminder registered in 2003. She lives in the Hornsey area of the London Borough of Haringey. She operates Monday to Friday, from 8am to 6pm, for most of the year, apart from bank holidays and family holidays.

Information about this inspection

Inspector

Anahita Aderianwalla

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 all the areas of her home that she uses for childminding and explained how she organises her space and resources to meet children's care and learning needs.
- The inspector spoke to parents and took account of their views.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning and personal development.
- The inspector discussed the quality of teaching with the childminder through a joint observation.
- The inspector sampled a variety of documents such as first-aid certificates, risk assessments, policies and procedures and suitability checks for 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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