

Childminder report

Inspection date: 28 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder provides a home-from-home environment that is nurturing, caring and enables children to flourish. Children show that they feel safe and secure through their warm interactions. They receive consistent praise and encouragement. This supports children with developing self-esteem and confidence to try new experiences. The childminder regularly takes children on trips to museums and outdoor spaces. This helps children develop early awareness of their immediate community and the wider world.

Children are encouraged to be expressive through imaginative play. They freely access small-world toys linked to their interests. For instance, children play with a fire station and talk about different emergency sounds and helping people. Children extend their learning further by talking about fire and things that might also be hot. The childminder has a passion for gardening. She uses this to teach children about growing plants and to help them learn language about things that change. Children learn about healthy foods. They collect strawberries and beetroot they have grown and eat them during mealtimes. Younger children develop their emerging walking. They are given vast opportunities to strengthen their lower muscles. They smile and join in with applause as they complete achievements.

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

- The childminder has an effective settling-in process. She prioritises children's individual needs. Her calm and patient manner helps children to immediately feel a sense of belonging. The childminder then identifies children's starting points and builds on their interests. She supports learning well, overall. She uses careful observation to plan meaningful learning for children.
- Children learn new words because the childminder talks and listens to them attentively. She models language for children by repeating and pronouncing words correctly to them. This helps to embed words into children's vocabulary for future communication. The childminder asks children questions and gives her full attention when they respond to her. This helps to give children a sense of security.
- The learning environment supports the curriculum. The childminder is confident to talk about how the curriculum meets the needs of individual children across different age groups. However, on occasions, activities do not fully engage younger children.
- Regular outings form part of the curriculum on offer. Children develop social skills and learn to play cooperatively. They make friendships as they meet with children from other childminders. The childminder takes children on trips. This provides them with new experiences. A recent trip to a story centre supported children to learn about emotions and well-being. The childminder then shared

the learning with parents so this could be extended at home.

- The childminder has established excellent relationships with parents. They comment on how they feel that their children grow and thrive in her care. Parents feel that the childminder listens to children. They say that she has a significant impact on the progress children make. The childminder regularly shares children's progress with parents. She has supported them to develop an understanding of the early years foundation stage. Parents share children's home experiences with the childminder, who then uses this information to plan further activities.
- Health and care routines form part of everyday practice. Children are encouraged to wash their hands before meals and after wiping their noses. The childminder supports children with their emerging toilet training. She explains and reminds them of these routine practices. Snack times are social experiences. Children talk about different healthy foods and communicate their wants and needs.
- The childminder understands the importance of continuing professional development. She attends training to further her knowledge. She maintains strong links with the local authority and is part of a network of other childminders. Information on good practice is regularly shared through this network. The childminder keeps her knowledge up to date using a range of publications. This supports her in reflecting on the service she offers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has secure safeguarding knowledge. She is clear about her duties to report concerns about children's welfare to the local authority. She attends regular safeguarding and child protection courses. She continues to keep her knowledge up to date by subscribing to weekly newsletters. This supports her understanding of safeguarding issues such as radicalisation. The childminder has stringent risk assessments in place and ensures that these continue on outings. She ensures the suitability of adults living or working on the premises. This helps to ensure that children continue to remain safe.

What does the setting need to do to improve?

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

- ensure activities provided support the youngest children with embedding the prime areas of learning.

Setting details

Unique reference number	EY337984
Local authority	Haringey
Inspection number	10128444
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	11 May 2015

Information about this early years setting

The childminder registered in 2006. She lives in Finsbury Park, in the London Borough of Haringey. She works each weekday, from 8am to 6pm, throughout the year. The childminder holds a relevant level 3 qualification.

Information about this inspection

Inspector

Tania King

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documents on request.

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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