

Childminder report

Inspection date: 4 August 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 are happy and settled. They explore the childminder's home, choosing from an exciting range of activities they want to play with, such as painting, sensory activities and outdoor play. They enthusiastically chat to the childminder, who listens to them and asks questions. Young children listen to and respond to music as they bang the drum and ask for favourite songs to be played over again. They giggle excitedly with the childminder.

Children spend extended periods of time at activities and become deeply absorbed in their learning. The childminder helps children to learn new words and use them in their play. For example, children use sound puzzles to match sounds with new objects and say 'K is for kite' and 'L is for lion'. Children develop their mathematical skills, learning new numbers by stamping them in paint on paper and counting objects by touching each one with their finger. Children have opportunities to extend their skills. They talk about numbers they see inside the childminder's home, as well as on outings in the local area.

Children behave well. The childminder gives them the attention they need and helps them to learn to share and take turns. If children struggle to manage their emotions, she supports them in a gentle way. Children are learning to keep themselves safe. For example, the childminder teaches them about road safety on walks in the local area.

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

- The childminder helps children to develop their communication and language skills. She talks to them in an age-appropriate way and teaches them new vocabulary by repeating words in a variety of contexts. For example, when the child starts to mime the actions, the childminder sings, 'Wind the bobbin up' and children join in with actions and words. As a result, children rapidly learn new words and use them in their play.
- The childminder knows the children well. She uses this knowledge to identify next steps in children's learning. The childminder uses her understanding of the children's interests to plan an enriching and ambitious curriculum for all children. As a result, children concentrate for extended periods and make good progress across all areas of learning.
- The childminder understands that children need to repeat activities to develop their skills and knowledge. She supports children to extend skills by teaching new vocabulary through a variety of activities. This helps the children to remember and use new words consistently.
- Children explore how to make different sounds as they discover a variety of instruments. They bang the drum and shake the shaker as they listen to familiar

songs. Children thoroughly enjoy expressing themselves through music and sound.

- The childminder assesses children's progress and uses this to inform her planning. She shares children's progress with their parents, who say that they know what their children are learning and can support them at home.
- The childminder knows that physical exercise and a healthy diet promote children's physical health and mental well-being. She plans activities which mean that children explore local parks, spend time outdoors and eat a range of healthy, home-cooked foods.
- Partnerships with parents are effective. Parents are happy with the care that the childminder provides to children and say that she communicates what the children are learning very successfully. Parents also report that children feel settled and secure. They say that their children 'hardly notice' when they drop them off.
- The childminder understands the importance of children learning about other cultures outside of their own. She plans a variety of activities for children to explore and understand a range of different communities. As a result, children recognise the differences and similarities between themselves and others.
- The childminder is reflective of her practice and seeks feedback from parents to help her to improve. However, she has not sought ways to develop a deeper knowledge of supporting children with special educational needs and/or disabilities.
- Children are learning about rules and how they keep them safe. Their behaviour is good. The childminder uses positive reinforcement and supports children to manage their emotions. As a result, children are able to express themselves and their feelings.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She knows the signs to look for if she is concerned about a child in her care and understands the procedures to follow to report these concerns. The childminder has a strong understanding of wider safeguarding issues and the associated risk factors, such as female genital mutilation. She attends regular training to update her knowledge in order to keep the children safe. The childminder carries out regular risk assessments of her environment to review safety measures.

What does the setting need to do to improve?

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

- seek further ways to gain a deeper knowledge of supporting children with special educational needs and/or disabilities.

Setting details

Unique reference number	EY242493
Local authority	Haringey
Inspection number	10120581
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	4
Date of previous inspection	12 April 2016

Information about this early years setting

The childminder registered 2003 and lives in the London Borough of Haringey. She operates from 8am to 6pm, Monday to Friday, throughout the year. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Kate Daurge

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 provision.
- The childminder and the inspector held a learning discussion together to understand how the curriculum is organised.
- The inspector observed the childminder's interactions with children during adult-led activities and reviewed this with the provider.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector saw written feedback from parents during the inspection and took into account their views and feedback.
- The inspector looked at relevant documentation, including the childminder's first-aid certificate and evidence of the suitability of household members.

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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