

# Childminder report

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Inspection date:

15 September 2022

<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>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

The childminder provides a comfortable and inviting environment in which the children explore freely. Children are motivated to learn. They are curious and investigate the toys available in a variety of different ways. Children are independent and have opportunities to make their own choices and decisions on what they would like to play with. The childminder places a focus on children's social and emotional development. She encourages them to choose their own fruit, and they competently prepare their snack. This helps children to develop their independence and do things for themselves.

Children form good relationships with the childminder. She is nurturing and caring, which supports them to settle quickly, and they feel happy and safe. Children are comfortable interacting with the childminder. They concentrate as they play with the bricks and develop their problem-solving skills as they try to fit them into a container. Children have access to a small garden. The childminder takes them on nature walks to the woods and the local nature reserve where they collect natural resources, such as leaves and sticks, to examine. This helps children to learn about nature and the world around them.

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

- The childminder observes children to find out what interests them and talks to parents to find out what their child can do at home. She makes regular assessments of what children can do and uses this information to plan for the next steps in their learning. Children make good progress from their starting points.
- Children behave well. The childminder sensitively supports children to learn manners. For example, she encourages them to say please and thank you, to share and to be respectful of the toys.
- Parents speak highly of the childminder. They describe her as being caring, flexible and having a special bond with their children. Parents describe how their children are excited to go to the childminder's and say their children speak positively about her.
- The childminder reflects on her provision well and plans improvements to benefit the children. She completes regular training to keep her knowledge and practice up to date.
- Children are gaining very good literacy skills. The childminder recognises the importance of reading to children to help foster their enjoyment of books. They join in, turning the pages, and they confidently point to the characters or objects on the page as the childminder names them.
- The childminder provides good support for children's language development. She talks to children about what they are doing and introduces new words,

helping to expand their vocabulary. When children attempt to repeat a word, the childminder models the correct pronunciation sensitively so that children are not discouraged from trying.

- Children follow sensible hygiene routines and understand the importance of washing their hands before eating. Children enjoy daily walks in the fresh air and lots of opportunities for outdoor play. This promotes children's good health and encourages them to be physically active.
- Children explore the paints. They feel the paint and watch as it makes marks on the paper. The childminder seizes the opportunity to build on the children's language development, asking them to describe what they are doing. However, occasionally she does not allow sufficient time for children to answer before moving on to the next question.
- Children are making good progress in their learning. They are inquisitive and enjoy demonstrating what they know, sharing their ideas and experiences. The childminder introduces young children to mathematical concepts. She helps children to learn about numbers, and they confidently count to 10.
- The childminder understands the importance of helping children to be ready for school by ensuring they learn key skills. For example, she makes sure that children learn to follow simple instructions, manage their personal care and share resources.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role to safeguard and protect children. She has effective safeguarding procedures in place to support keeping children safe. The childminder keeps her knowledge of safeguarding and local procedures up to date through regular training. The childminder is aware and familiar with the signs and symptoms that may indicate a child is at risk of possible abuse, including being exposed to extreme views. The childminder knows the correct procedures to follow if she has concerns about the welfare of a child or if any allegations are made against a member of her household. The childminder carries out regular safety checks. She has a clear process in place for managing accidents and incidents and for reporting on their attendance.

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

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

- give children the opportunity and the time that they need to enable them to process their thoughts and respond with their answers.

## Setting details

<b>Unique reference number</b>	140120
<b>Local authority</b>	Haringey
<b>Inspection number</b>	10231691
<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>	2 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	16 September 2016

## Information about this early years setting

The childminder registered in 1997. She lives in the Hornsey area, in the London Borough of Haringey. The childminder provides a flexible service from Monday to Friday, 7.30am to 6.30pm, and she operates throughout most of the year. The childminder receives funding to provide free early education for children aged two, three and four years. She holds a relevant childcare qualification at level 3.

## Information about this inspection

**Inspector**  
Hilda Miller

### 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- The views of parents were obtained and taken into consideration.
- The inspector looked at relevant documentation, including the childminder's medication records and records of children's attendance.

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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