

# Childminder report

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Inspection date:

30 September 2022

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## **Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Good

## What is it like to attend this early years setting?

### The provision is good

Children feel incredibly safe and valued with this childminder. It is a home-from-home setting that gives children a deep sense of security. The childminder knows the children and their families extremely well. She plans the curriculum around children's interests and what they need to learn next. Children show a 'can do' attitude and develop excellent independence skills. For example, they confidently put music of their choice on when they feel like dancing. They proudly show the inspector that they know the words to the songs, and how they move their bodies along to the beat.

Children's behaviour is exemplary, and they treat one another with kindness and a huge amount of respect. For example, children say 'please' and 'thank you' without prompt from the childminder. They understand the well enforced rules and boundaries extremely well. For instance, children will ask the childminder if they can open a new game, and will tidy up before starting something new.

Children are provided with a rich curriculum of learning opportunities and experiences. They have regular opportunities to engage in physical exercise. For example, children walk around the local area on their way home from school or nursery. They explore the woods and playgrounds, collecting conkers and leaves as they learn about the changing seasons.

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

- The childminder demonstrates a genuine enjoyment in her work and spending time with children. She offers the children praise and encouragement consistently. This contributes to the children being so secure and settled. The children have incredibly strong bonds with the childminder. Together they have created a special environment, in which they care deeply about each other.
- Children are highly involved with their learning and show great confidence when they talk about what they know and understand. For example, children eagerly share with the inspector that we now have a King, called 'King Charles the 1st'. Children work extremely well together; children listen to each other's ideas and plan together what to build, when they use the construction toys. This respect and kindness for each other contributes to the warm, calm and caring environment.
- The childminder fulfils her commitment to undertake mandatory training, such as first aid and safeguarding. However, she has not yet established a targeted programme for her professional development to further her knowledge and teaching skills to an even higher level.
- Children have countless opportunities to learn about healthy lifestyles. They have access to physical play each day. Children wash their hands regularly and

understand the routine for doing this before food. Children demonstrate an in-depth understanding of what foods are healthy. For example, children confidently explain that vegetables 'make you alive' and proudly show the inspector their muscles, after they finish eating their fruit.

- The childminder has strong links with other settings that children attend as well as local schools they move on to. The exchange of information about children's progress is effective, as all involved with children work together on the same next steps of learning. This helps to support children's continuity of development.
- Parents speak extremely highly of the care provided. They feel that the childminding fully prepared their children for the transition to nursery and school when the time came. Parents comment that they are kept highly involved in their children's learning, and communication is strong. They particularly mention how caring and nurturing the childminder is and how this has impacted their children.
- The childminder provides a range of opportunities to enhance children's communication and language skills, such as books, stories, songs and rhymes. Children engage effectively in conversations with the childminder, who listens with interest and values what they have to say. Children develop good speaking skills. They talk confidently about their previous experiences. For example, children are keen to share what they remember from their trip to London, such as, going on a 'red bus', or seeing 'London Bridge'.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children from harm. She has a good knowledge of the potential signs and symptoms of abuse. The childminder knows what to do if she has any concerns about a child's safety and welfare. She is able to talk about risks to children, including those relating to radical and extreme behaviours. The childminder is aware of local safeguarding partnership procedures. She carries out regular safety checks on her home to minimise any safety hazards.

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

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

- engage in targeted professional development opportunities to help build on existing knowledge and teaching skills, to drive practice to an even higher level.

## Setting details

<b>Unique reference number</b>	140307
<b>Local authority</b>	Haringey
<b>Inspection number</b>	10234209
<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>	3 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	7 October 2016

## Information about this early years setting

The childminder registered in 1990. She works Muswell Hill, in the London Borough of Haringey. She operates from Monday to Friday, from 8am to 6pm, throughout most of the year. The childminder holds a relevant level 3 early years professional qualification.

## Information about this inspection

### Inspector

Laura Rathbone

### Inspection activities

- This was the first routine inspection the childminder received since 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 inspector viewed the childminding provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about how she organises the curriculum.
- The childminder provided the inspector with relevant documentation on request, including evidence of her suitability to work with children.
- The childminder and inspector completed a joint evaluation of an activity.
- The inspector observed interactions between the childminder and children during activities and assessed the impact of her teaching on children's learning.
- The inspector spoke to children and took account of parents' written views of the provision.

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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