

Childminder report

Inspection date: 28 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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Personal development	Outstanding
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Leadership and management	Good
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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

Children are happy and settled in the childminder's home. They show confidence as they explore the wide range of toys and resources that match their interests and stages of development. Children are engaged and motivated in their learning. Children's love of books and reading is evident from a very young age. They independently select books and sit and look through them for long periods, often reading from memory themselves.

The childminder skilfully weaves mathematics throughout children's daily routines and play. For instance, she uses the language of 'half' and 'quarters' at snack time. Children learn that there are 'many segments' as they peel clementines and cut strawberries. This supports the development of children's early mathematics skills well.

Children have an extremely close relationship with the childminder. They show that they feel very safe and secure as they interact and laugh together. This gives children the confidence to practise new skills. Children behave extremely well. The childminder is caring, kind and highly consistent with her approach to behaviour management, and readily praises children's achievements. This helps children gain very high levels of self-esteem and develop a 'can-do' attitude in readiness for school.

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

- The childminder has clear intentions for what she wants the children to learn. She observes children in their play and implements exciting activities based on her knowledge of their interests. Children show high levels of curiosity and concentration in their learning. They demonstrate this as they complete large floor puzzles.
- Children's behaviour is exemplary. She ensures that she is consistent with her behaviour expectations and, as a consequence, the children show utmost respect to the childminder, other children and her home. Children learn to recognise and regulate their own behaviour and emotions.
- The childminder sequences children's learning well and plans activities to ensure that children make good progress in readiness for their next stage of learning. For example, while reading their favourite books, they quickly make connections to and comparisons with the animals they already know. For instance, they know that 'zebras' and gazelles' resemble horses.
- Children find out about the world around them as they go on regular trips in the local community. The childminder provides a range of opportunities for children to learn about different cultures, religions, and beliefs. For example, children recognise international flags and learn about inspiring Black heroes through the

year. Children are cared for in a highly inclusive setting that celebrates the children's individuality. Children have very high levels of self-esteem.

- The childminder supports children's communication and language skills. She talks to the children as they play, introduces new words and helps them to recall previous events. For example, while reading 'Handa's Surprise', children name the different fruits they have eaten, such as 'guava', 'mango' and 'avocado'. The childminder reminds them of a recent cooking activity, where children whisked eggs and buttered bread for their meal.
- The childminder is passionate about teaching children to understand how to keep their bodies healthy and take care of themselves. She values the importance of children learning skills that help them to be independent. With the adult's close supervision, children learn to handle utensils and slice fruits to prepare their own fruit salads. They willingly help to tidy up the toys. Young children learn to manage changing their own clothes and washing their hands extremely well. They are extremely resilient.
- The childminder has undertaken training, such as paediatric first aid, food hygiene and a vast number of safeguarding courses. Although the childminder has attended training to strengthen some aspects of her practice, she has not sourced additional training to enhance her teaching skills and knowledge to the highest level.
- Partnerships with parents are good. They receive regular updates on children's care routines and the progress they make in their learning. Parents comment that the childminder has a calm and nurturing manner. They value the opportunities their children have to explore the world around them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates her safeguarding knowledge through an understanding of her role and responsibilities regarding how to keep children safe from harm. She is knowledgeable about the risks that children may be exposed to. She implements safeguarding policies that contain effective procedures to follow to report any concerns about the welfare of children. The childminder carries out regular checks of the indoor environment and removes any hazards before the children use the spaces. She has robust risk assessments for outings in place, including when using public transport.

What does the setting need to do to improve?

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

- seek focused training opportunities to strengthen the quality of teaching and knowledge of early years development to an even higher level.

Setting details

Unique reference number	140247
Local authority	Haringey
Inspection number	10234208
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 3
Total number of places	4
Number of children on roll	4
Date of previous inspection	30 November 2016

Information about this early years setting

The childminder registered in 1998. She lives in the Stroud Green area of the London Borough of Haringey. The childminder works on Monday to Friday, from 8am to 6pm. She operates her service all year round, 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 provider and has taken that into account in their evaluation of the provider.
- The childminder took the inspector on a learning walk around her home and discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The inspector spoke to the childminder, children and parents and took their views into consideration.
- The inspector observed the childminder's interactions with the children and discussed outcomes.
- The inspector observed the children's play indoors.
- The childminder had a long discussion with the childminder.
- The childminder provided the inspector with a sample of key documentation 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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