

Childminder report

Inspection date:

24 November 2022

Overall effectiveness**Good**

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children are nurtured and cared for in this warm and welcoming setting. The childminder is very experienced and has a clear vision for creating a home-from-home environment. Information is gathered when children first start to ensure there is consistency of care. This helps children to be content and settle quickly.

The children are excited to come to the setting each day and say 'hello' to their friends. They get busy straight away in the inviting playroom. Everything is so well organised and meets the needs of the children. Babies sit on cosy carpets and use 'cause-and-effect' toys. Their faces light up as they push buttons to make things work. Older children access resources in the home corner, choose books and excitedly look at photos on the family wall, with their friends.

Children have secure relationships with the childminder and approach her for reassurance when needed. The relationships are warm and genuine, and a culture of respect is created. Children listen and follow instructions extremely well. They help each other and are polite and kind.

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

- Routines are embedded, and children are encouraged to live healthy lifestyles. They enjoy balanced and nutritious hot meals at lunchtime and learn about healthy sandwich fillings when they prepare their own sandwiches for tea. The variety of cultures within the setting is embraced. Diversity is considered in the menu design as children eat and learn about food from around the world.
- Children are developing independence and there is a focus on children's personal hygiene and routines. Children are encouraged to find their own coats and put on their shoes for outdoor play. Babies find their own water bottles and drink water regularly. Older children use cutlery to eat their food and brush their own teeth after lunch.
- The childminder knows children really well. She observes their learning and identifies what they need to do next. However, children are not always given enough opportunities and experiences that challenge them in their play, to build on what they already know and can do. Therefore, children do not consistently demonstrate positive attitudes to learning.
- Children are acquiring a fantastic repertoire of familiar songs and rhymes, and are developing good listening skills. The childminder is animated and engages the children instantly. They excitedly join in to sing 'Five little speckled frogs', using counting accurately in their play and watching the puppets intently.
- The childminder is an good role model and uses high-quality language throughout the day, meaning children are learning new words quickly. Vocabulary is repeated and single words used to help younger children to

become confident communicators.

- Children benefit from the stimulating outdoor environment. They explore a woodwork station, a reading den and love rocking the big boat together. Children are given choices, such as what animals they can see, and enjoy giving their ideas and roaring like lions. Children happily play for sustained periods, laughing, smiling and singing 'Row, row your boat' with their friends.
- The childminder has a good understanding of child development and what experiences she wants to provide. New ideas from training are implemented to enhance children's learning further. Children enjoy the trips out to local places and an activity farm. They engage in many sensory experiences that really support the younger children's development.
- Partnerships with parents are a real strength. The childminder gives parents daily updates on children's experiences, their progress and how they can support children's learning at home. Parents explain how pleased they are with the dedicated care their children receive from the childminder. Information is shared well with their future settings and therefore children are ready for future learning, and transition well.
- The childminder attends regular training to enhance her practice and is dedicated to identifying areas for improvement. She strives to make outcomes better for children and to provide high-quality care and education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound knowledge of child protection and knows how to keep children safe, and who to contact if she has concerns about their welfare. The childminder attends regular safeguarding training and stays up to date with legislation. She has robust risk assessments in place and ensures the environment is safe and secure with thorough checks.

What does the setting need to do to improve?

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

- plan and prepare more experiences that are learning focused and build on what children know and can do to further improve children's attitudes to play and learning.

Setting details

Unique reference number	EY341042
Local authority	Haringey
Inspection number	10235046
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	to 0
Total number of places	6
Number of children on roll	6
Date of previous inspection	15 February 2017

Information about this early years setting

The childminder registered in 2006. She lives in Tottenham, in the London Borough of Haringey. She works with her daughter, who is also a registered childminder, and on occasions with an assistant. The childminder operates all year round, Monday to Friday, from 8.00am to 6.30pm.

Information about this inspection

Inspector

Sara Vincent

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 spoke to the inspector about their intentions for children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between the childminder and the children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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