

Childminder report

Inspection date:

20 March 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The childminder provides a warm, homely environment and atmosphere. Children are comfortable in the setting, and they move freely and safely between areas. The childminder understands what the children's interests are, and she creates an environment that engages them well. The childminder forms bonds with the children. However, she does not always provide flexibility in her routines, which does not consistently meet their individual needs.

Children play together in the role-play area. They explore the home kitchen, the pans, utensils and different foods. The childminder observes the play and adds more resources to the area to allow the children to extend their learning. As children cook the food, they bring it to the childminder. She talks to them about the foods they have made, and they pretend to eat.

Children play alongside each other and build with blocks. They repeat the names of the colours, selecting other blocks of the same colour and show the childminder proudly. Some children enjoy activities that develop their understanding of sounds made by different farm animals. These resources keep children focused for a long period.

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

- The childminder's routines are not flexible enough to meet children's individual needs. For example, when children are tired, she does not offer them a place for rest or sleep when it is not the scheduled sleep time. When this happens, children become frustrated and do not engage in meaningful play.
- The childminder provides children with some support to manage their behaviour. For example, when children are unable to share resources, she distracts them to resolve any conflict. However, when children play roughly with others, the childminder does not always respond quickly to help them to be aware of rules and expectations. Children can then become unsettled and are reluctant to play independently.
- The childminder plans purposeful outings regularly. The children go to local playgroups where they meet other children and adults within the community. They participate in group story times and art and craft activities. On some occasions, the children go to the local park. This allows more diversity in play and promotes the children's physical development.
- Healthy, home-cooked meals are prepared for the children and they eat well. During settling-in periods, some children do not eat a wide range of foods. The childminder works in partnership with parents to promote healthy eating habits. This helps children to broaden the range of nutritious meals they will eat.
- The childminder supports children to develop an awareness and appreciation of

diversity. Books and activities at the setting are planned to promote respect for different festivals and people. Children participate in dragon dances and craft their own dragons to celebrate Chinese New Year. The childminder has many books that she uses to ensure that her own knowledge of festivals and celebrations is good.

- Parents praise the childminder. Children and parents are welcomed when children begin to attend, and this makes settling in a smooth process. Parents receive detailed feedback from the childminder about the care provided and the progress the children are making. Parents feel reassured by the regular updates given to them. They say their children are safe.
- Children share books with the childminder, and they get excited hearing familiar nursery rhymes. The children enjoy looking at the books and repeat words. The childminder develops the children's communication skills by talking to them about what they are doing and what will be happening next. They listen and respond when she announces snack time. They are quick to stop what they are doing and follow her to the kitchen sink to wash their hands.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge current through up-to-date child protection training. She understands the signs and symptoms that may indicate that a child is at risk of abuse. She knows who she would need to report her concerns to and how she can get ongoing support from her local authority. The childminder's understanding of child exploitation and radicalisation risk is strong. She is aware of who she would report allegations about herself or people within her home to. The childminder risk assesses her home and garden and continuously monitors risks when she takes children on outings.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure children's individual needs are considered when planning activities and routines throughout the day.	17/04/2023

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

- help children to increasingly follow rules and expectations to help them manage their own behaviour.

Setting details

Unique reference number	140219
Local authority	Haringey
Inspection number	10265285
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	0 to 1
Total number of places	6
Number of children on roll	4
Date of previous inspection	1 June 2017

Information about this early years setting

The childminder registered in 1993. She lives in the London Borough of Haringey. She offers full-time and part-time care each weekday, from 8am to 5.30pm, throughout most of the year.

Information about this inspection

Inspector

Davinder Dhaliwal

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 childminder.
- The inspector had discussions with the childminder throughout the day and during the learning walk.
- The inspector observed the quality of education provided at the setting for all age groups. The impact was evaluated.
- The inspector observed the interactions between the childminder and children.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- Parents shared their views about the childminder. The inspector reflected on these discussions.

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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