

# Childminder report

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Inspection date: 20 April 2023

<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**

Children are very happy and relaxed in the childminder's welcoming home. The childminder is nurturing and caring, which helps the children to feel secure and confident. They are excited to share their news and stories with her because she shows a genuine interest.

They confidently move around the indoor and outdoor play space, selecting play equipment and engaging in activities that interest them. For example, older children name the different dinosaurs in the sand area outside and later match them to the large dinosaur poster in the hallway.

Children behave well and show respect for the resources and each other. Older children show younger children what they are doing and encourage them to join in. Children follow the childminder's gentle instructions and daily routines well. For example, they know to use tissues when they sneeze and wash their hands before they eat.

Children show a real interest in books, reading and telling stories. They spend a lot of time independently selecting and looking at books, and they frequently ask the childminder to read to them. They demonstrate good listening and speaking skills as they take turns to read the story back to the childminder.

Children make good progress as the childminder knows the children well and understands and provides for their individual learning needs.

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

- The childminder is dedicated and passionate about her role. Her enthusiasm for providing new and interesting experiences for the children ensures that their curiosity and motivation to learn is strong. Children ask enquiring questions, confident that the childminder will answer or find a book to research with them. For example, children recognise the chameleon in the book and discuss how different environments influence the colour of the chameleon's skin. They consider different coloured objects and how this would change the chameleon's colour.
- Children are keen to share their knowledge and take part. Younger children help turn the pages and point to the correct picture, while older children share their widening vocabulary. For example, older children understand the meaning of camouflage and consider the differences between claws and toes. Story time is animated and interactive. Older children take turns to give their own version of the story. The childminder follows children's lead in play and sensitively joins in. Children enjoy playing different book characters and encouraging younger

children to help them.

- Children enjoy regular opportunities to walk to parks, activities and local events. They have opportunities to experience new environments and activities. This stretches the children's imagination and supports their growing curiosity. For example, children talk about their trip to the aquarium shop. They describe the different sizes, shapes and colours of the fish.
- Children enjoy the small, outdoor play area. They create a dinosaur world in the sand and a termite mound. They talk about whether there are ants inside and how many. Outside, they recognise the painted numbers on the wall. They count the balls that are threaded on a string from one side of the wall to the other, creating a large, outside abacus. Older children are familiar with counting, recognising numbers and some mathematical concepts, such as adding and taking away.
- The childminder is a positive role model for the children. She shows kindness and respect to the children. For example, she allows space for the children to speak and contribute to discussion and activities. She offers plenty of encouragement and thanks them for their help and good behaviour.
- Parents are positive about the childminder and the service she provides. They comment on how caring and supportive she is to their child. They find communication between the childminder easy and informative. They have seen progress in their child's learning and development, as well as a growing confidence to explore and experiment.
- The childminder has recently completed statutory training. However, current training on learning and development is required to increase her knowledge and skills. This would further raise the quality of her teaching to a higher level and maximise the children's learning experience.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder assesses the risks in her environment carefully to ensure any broken toys are removed and any risks to children are minimised. She explains how she ensures children remain safe on outings, including taking emergency contact details and a first-aid kit. The childminder completes regular training to ensure that her safeguarding knowledge is up to date. She recognises the possible signs of abuse and neglect, as well as issues such as how to identify children who may be at risk of exposure to extreme views and behaviour. The childminder has policies in place that she can follow should she need to raise concerns regarding children's welfare to other agencies. She understands how to deal with allegations against herself or a member of her household.

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

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

- enhance professional development by focusing on raising the quality of teaching and learning for children to the highest level.

## Setting details

<b>Unique reference number</b>	140220
<b>Local authority</b>	Haringey
<b>Inspection number</b>	10280360
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	17 August 2017

## Information about this early years setting

The childminder registered in 2001. She lives in the London Borough of Haringey. The childminder holds a recognised childcare qualification at level 3. She operates each weekday throughout the year, between 8am and 6pm.

## Information about this inspection

### Inspector

Julia Crowley

### Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Children spoke to the inspector during the inspection.

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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