

Childminder report

Inspection date: 2 March 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are exceptionally happy and secure at this nurturing setting. Their welfare is at the heart of everything the childminder does. Children settle exceptionally well and they have very strong attachments to the childminder. Younger children are clearly familiar with the well-organised and consistent care routines that help them to feel safe and secure. Older children are being exceptionally well prepared for school.

Children demonstrate high levels of confidence and self-esteem. They warmly welcomed the inspector, enthusiastically showing her some of the different resources, such as the wiggly worms and balls. The childminder has high expectations for all the children, and they make excellent progress under her care. This is because she has an excellent, in-depth knowledge about the individual needs of every child and how best to plan activities according to these needs.

The childminder has an extensive understanding of how young children learn. She applies this skilfully to her decisions about what to teach them. Children learn to be persistent in their activities, for example when attaching tubes together or putting their own wellington boots on. The childminder uses information from parents, alongside focused observations and assessments, to create an engaging learning environment, indoors and outdoors.

The childminder creates a homely, kind and magical environment. She quickly and effortlessly responds to the children's needs. For example, when children feel overwhelmed or sad, they reach for the 'calming tube', which helps them to relax and feel safe. This leads to children having an incredibly strong understanding of their feelings and how best to manage them.

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

- Children show immense enjoyment being outside. The wide range of resources, such as 'magic sand', trucks and balancing bricks, give children ample opportunities to develop their emerging physical skills. The childminder has an excellent understanding of when to offer support and when to give children the chance to take risks in their play.
- The childminder plans exciting activities. Her curriculum is informed by meticulous observation, assessment and planning. She uses her strong knowledge of how children learn to create an environment that is full of wonder and awe. This leads to children engaging in activities for extended periods.
- The childminder gives high priority to supporting children's developing speech and communication skills. She provides a running commentary about what the children are doing and skilfully engages with them in a calm and interested

manner. The childminder models taking turns in conversations and introduces new vocabulary. Children are encouraged to repeat words back or recall words they have recently learned. This creates a language-rich environment that is full of wonderful conversations between the children and the childminder and between the children and each other.

- Partnerships with parents are exemplary. Relationships are warm and trusting. Parents praise the childminder for all the care and support she gives their children. She uses an app and daily face-to-face meetings to involve parents in everything the children are learning. This close partnership allows learning to continue when the children are at home.
- The childminder makes excellent use of information and continued professional development to reflect on and continually develop her practice. For example, she uses precisely targeted training and research to support children's independence skills and provide children with a greater choice in how best to use the resources available to them. As a result, children show high levels of curiosity and confidence when choosing an activity to engage in.
- Children are incredibly kind-hearted and polite. This is because the childminder places huge emphasis on manners and how to treat others. For example, during a slight disagreement between children over sharing a ball, the childminder simply asks the children to think about the best way to deal with the situation. The children quickly use words such as 'please may I have?' and 'thank you', resolving their issue independently.
- The childminder plans a challenging and ambitious curriculum. She links and overlaps many activities so that learning is fully maximised. For example, children are given countless opportunities to learn about different types of fruits and vegetables during snack time, followed by a creative sticking activity with pictures of different types of food. Children show immense pride in the work they do, joyfully showing the inspector what food they have stuck on their picture.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an exceptional knowledge and understanding of how to protect children's welfare. She regularly updates her training. She knows exactly when and to whom to report any concerns she may have about a child's well-being. The childminder has a strong focus on children's safety at all times. She ensures that her environment is safe and teaches children to manage risk and keep themselves safe.

Setting details

Unique reference number	135509
Local authority	Enfield
Inspection number	10137896
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	1 to 7
Total number of places	8
Number of children on roll	8
Date of previous inspection	9 November 2015

Information about this early years setting

The childminder registered in 1995 and lives in Winchmore Hill, in the London Borough of Enfield. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. She works with her husband, who is a co-childminder.

Information about this inspection

Inspector

Laura Rathbone

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector took part in a joint observation of children as they engaged in an activity. They discussed what the intention was and the quality of teaching and learning that they observed.
- The childminder spoke to the inspector, as part of the learning walk, about the intentions for children's learning.
- The inspector gathered written feedback from parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder provided the inspector with a sample of key documents 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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