

Childminder report

Inspection date: 5 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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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 arrive at the childminder's home happy and excited to learn and play. They are greeted warmly by the caring childminder and settle quickly into familiar routines. Children grow in confidence and build strong relationships with the childminder and other children. They play cooperatively with their friends in the role-play area, talking about the food they are making, such as 'sushi' and 'burritos'. The childminder supports children's behaviour well. She gently reminds children about sharing and explains to them about the consequences of their actions, so they fully understand. As a result of this, older children show care and consideration to their younger friends, and they are polite and well-mannered. The childminder plans many opportunities for children to learn about their local community through regular outings. Children take part in celebrating festivals of different faiths and learn about the customs and beliefs of others.

The childminder understands how and when to interact with children and effectively follows their interests. She supports their communication and language skills well. For instance, she talks to children about what they are doing and repeats the words young children say, to help highlight the correct pronunciation. She plays alongside children as they enthusiastically use shells, sea-life creatures and play dough and develops their imagination. Older children eagerly talk about their own experiences of going to the seaside as they create a beach for sea-life creatures. Children achieve well in their early skills and are well prepared for nursery and school. For example, they enthusiastically practise drawing and making marks on paper with a range of colour markers and talk about their drawings in detail.

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

- The childminder has high expectations and strives to make learning fun and engaging for all children. She accurately assesses each child's level of learning and development. She plans a variety of exciting activities to help children make good progress from their individual starting points. However, at times, the childminder does not use her in-depth knowledge of the children's next steps to develop their learning as well as she could.
- The childminder promotes children's literacy development for all age groups. She shares many different stories, songs and rhymes throughout the day. This helps children to become familiar with the story, characters and new vocabulary. The childminder also takes many opportunities to develop children's mathematical skills. For example, she supports children to identify simple shapes and count, such as in their role play and outdoor play with sand.
- The childminder gathers a range of information from parents about their child's development and individual care needs when they first start. This helps children

to build secure attachments with the childminder. The childminder supports children's emotional well-being wonderfully. For instance, when children appear unsure of a situation, they readily turn to her for reassurance, cuddles and comfort.

- The childminder promotes healthy lifestyles. She provides a variety of well-balanced meals and snacks, with drinking water accessible throughout the day. Younger children are learning early independence skills well and older children help to tidy up. Children have plenty of opportunities to enjoy playing outdoors. Their physical skills are developed as they explore the sand and wheeled toys in the childminder's garden. They happily fill up containers and sand wheels and pour these out.
- The childminder gathers the views of parents, other professionals and children to consider the quality of her practice and plan future developments. She also works well with local schools that older children attend and other early years settings to support continuity in children's learning. These collaborative partnership helps to enhance children's learning and development.
- Parents speak highly of the supportive and caring childminder. They comment that they are happy with the care the childminder provides and the progress that their children are making. Parents are encouraged to share their children's achievements from home. The childminder agrees her current plans for continuous professional development do not focus strongly enough on raising her current good standard of teaching to an even higher level. This is an area that she plans to focus on.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the safeguarding and welfare requirements. She is clear about her role and responsibilities with regard to safeguarding children to promote their well-being and safety. For instance, she knows the importance of monitoring children's non-attendance. The childminder assesses risks to children in her home and garden, where she has a pond, to ensure they are safe and secure in her care. The childminder is confident in her knowledge of the procedures to follow should she have any concerns about children in her care, including wider safeguarding issues.

What does the setting need to do to improve?

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

- use what is known about children to plan for their next steps more precisely, to increase their learning even further
- focus on professional development opportunities even further, to help raise the quality of teaching to the highest level.

Setting details

Unique reference number	135633
Local authority	Enfield
Inspection number	10234176
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 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	23 November 2016

Information about this early years setting

The childminder registered in 1995. She lives near Enfield town, in the London Borough of Enfield. The childminder provides flexible hours every weekday and operates all year round. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Rubina Nijabat

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 observed the quality of teaching during activities, indoors and in the garden, and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The childminder talked to the inspector about how she organises her provision and her curriculum intent.
- The inspector observed an activity and evaluated this with the childminder.
- The inspector spoke to the childminder and children throughout 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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