

Childminder report

Inspection date: 10 January 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder and her assistant provide a welcoming and friendly environment for children. They encourage babies and young children to settle quickly into their warm and homely setting. Children are self-confident and show a good sense of belonging. They behave well. Children share and take turns with their friends. They freely choose toys, books and other play resources that promote their learning. For example, children were eager to take out the colourful cups from the basket and enjoyed stacking them. They laughed when the cups came tumbling down. The childminder extended their learning further by asking them to count the cups and identify the different colours. Babies and younger children seek comfort and cuddles from the childminder and her assistant, who help to support their emotions well.

The childminder has high expectations for each child and is mindful of their individual needs. Children enjoy regular storytelling sessions with the childminder and her assistant. The childminder reads with enthusiasm and explains the meanings of challenging words to help children extend their language and vocabulary. Babies enjoy sitting on the childminder's knee and babble as she points to the pictures and names what they see. Children demonstrate that they are developing good communication and language skills as they confidently talk to each other and to adults. They thoroughly enjoy the planned activities on offer. However, the childminder does not extend children's play outdoors to fully support their physical development, particularly for those who prefer to learn outdoors.

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

- Children are inquisitive and motivated to learn, showing increasing levels of concentration. They readily involve themselves in a wide range of imaginative games and activities. For instance, children used their imaginations as they pretended to make different-sized cakes and worms with play dough. Children used small tools such as cutters and rolling pins to help them develop their creative ideas. The childminder and her assistant engaged effectively in conversation with the children, extending their problem-solving skills and imagination further.
- The childminder is experienced and demonstrates a strong commitment to improving children's learning and care. All children, including those who speak English as an additional language, make good progress from their starting points. The childminder uses observations to identify children's individual interests and track their progress. However, at times, ongoing assessments are inconsistent, and therefore some gaps in learning are not identified.
- Children listen and behave well. They treat each other with respect and kindness as they learn to share toys and take turns. Children respond positively to the

childminder, who uses praise and encouragement to acknowledge children's achievements. For example, she praised children who helped to tidy away the toys when they had finished playing.

- Children's health is supported well. The childminder uses opportunities during play and routines to promote positive messages about healthy lifestyles. Children enjoy healthy, nutritious snacks and meals and know they must wash their hands before meals. However, the childminder does not consistently extend children's access to the garden for outdoor play to ensure their physical development is fully supported.
- The childminder has established strong and effective partnerships with parents and other early years professionals to help meet children's individual needs and support their learning and care. She regularly shares information with parents about their children's progress. Parents are highly complimentary about the learning and care their children receive and describe the childminder as 'amazing' and 'very caring'.
- Children enjoy visits to the park, local community and library. They are developing a strong sense of themselves and learn about the differences between people and their communities.
- The childminder evaluates her provision well. When reflecting on her practice, she considers the views of the local early years team, her assistant, parents and children. This helps her to raise the quality of the provision and children's overall learning experiences. The childminder has addressed the recommendations made at her previous inspection. For example, she now plans more activities to enhance children's understanding of diversity.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of safeguarding. She knows about the signs that indicate a child may be at risk of harm and how to report a concern. The childminder and her assistant attend regular safeguarding and first-aid training. They are proactive in keeping their knowledge and skills updated and regularly attend training to improve these further. The childminder completes rigorous risk assessments in her home and on outings, and swift action is taken to minimise identified hazards.

What does the setting need to do to improve?

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

- ensure systems are in place for checking children's progress so that any gaps in their learning can be identified as quickly as possible
- extend children's access to the outdoor to fully support their physical development.

Setting details

Unique reference number	135705
Local authority	Enfield
Inspection number	10062861
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 8
Total number of places	7
Number of children on roll	13
Date of previous inspection	22 January 2016

Information about this early years setting

The childminder registered in 1992 and lives in the London Borough of Enfield. She operates each weekday from 6.30am to 7pm throughout most of the year. The childminder provides funded early education for children aged two, three and four years. She works with an assistant, who is also a registered childminder.

Information about this inspection

Inspector

Yasmine Hurley

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector and the childminder jointly observed the assistant and children, and evaluated an activity together.
- The inspector held discussions with the childminder and her assistant, and spoke with children at appropriate times during the inspection.
- The inspector looked at areas of the premises used for childminding and sampled relevant documentation, including children's records.
- The inspector reviewed parents' feedback by sampling written documents.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020