

Childminder report

Inspection date: 25 January 2023

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 are happy, settled and content in the childminder's welcoming home. They learn familiar routines and benefit from the calm and reassuring way that the childminder interacts with them. Children behave well. They learn to share, take turns and show respect for one another. Children form positive relationships with the childminder and quickly learn to develop good social skills. Children confidently explore the resources and make choices about what they want to play with. They are deeply engaged in their play and focus for long periods. For example, children creatively play with dough, creating teeth on the model dentist toy. The childminder extends their learning as she teaches them about oral hygiene and healthy eating.

Children respond well to simple instructions, such as to tidy up the puzzles they are playing with. They learn to show respect for one another and are independent and gain confidence in their self-care skills. For example, they follow good hygiene practices as they learn to wash their hands independently and confidently put their own coats on to go outside to play. Children make good progress in their learning from when they first start.

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

- The childminder knows the children in her care well. She has clear aims about what she wants children to learn and, overall, plans an ambitious and stimulating curriculum. The childminder closely tracks and monitors children's progress and uses this information to identify any potential gaps in their learning. Children are supported well for their future learning.
- The childminder prioritises young children's speech and language skills effectively, to help them increase their vocabulary and become confident talkers. She talks to children and models language in a way that encourages them to repeat and learn new words. For example, the childminder reads stories and gives younger children objects that relate to the story, to help increase their understanding and make links between objects and words.
- The childminder works in partnership with parents effectively and keeps them informed about their child's progress and well-being. She provides ideas to help parents support their child's learning at home. However, the childminder is yet to develop similarly effective links with other settings that children attend, to fully promote continuity in their care and learning.
- The childminder is a good role model. She uses positive and purposeful praise and encouragement during children's routines and activities. The childminder is gentle and kind in her approach to help children to develop an understanding of good manners and behaviour. This helps children to behave well.
- Children, overall, develop good physical skills. They are eager to take part in a

wide range of activities to help them to develop their hand-to-eye coordination, such as using pens to draw and form early marks. The childminder provides children with opportunities to develop physically outside, such as visits to local parks. However, she does not consistently consider opportunities for children to develop their gross motor skills and be physically active while inside.

- The childminder helps children understand the concepts of mathematics throughout the day. She regularly uses numbers in play and encourages children to count and use mathematical language. For example, children learn to count the puzzle pieces and identify shapes and colours. They gain a good understanding of early mathematics.
- Children learn about similarities and differences with their friends and people in the community. They meet different people and visit new places. Children spend a lot of time out and about and develop good social skills.
- The childminder evaluates her practice effectively and reflects on the strengths of her setting. She keeps all her training up to date. The childminder is experienced in childcare and works closely with other childminders and her childminding coordinator to further improve her practice. She is keen to source additional training, for instance, on how to support children with special educational needs and/or disabilities, to enhance her knowledge further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very secure understanding of the procedures to follow should she have any concerns for children's safety and welfare. She keeps up to date with safeguarding training and guidance and has a good knowledge of possible signs of abuse. This includes the effects of exposure to extreme views and behaviour. The childminder teaches children about safety in the home and on outings and carries out effective risk assessments to minimise potential hazards.

What does the setting need to do to improve?

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

- develop more effective links with other settings children attend, to share information about children's learning and progress
- consider how to provide further opportunities for children to develop their gross motor skills while they are inside.

Setting details

Unique reference number	135837
Local authority	Enfield
Inspection number	10260035
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 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	23 May 2017

Information about this early years setting

The childminder registered in 2000. She lives in the London Borough of Enfield. The childminder provides care during term time from 7.45am to 6pm, Monday to Friday. The childminder is in receipt of early education funding for children aged three years.

Information about this inspection

Inspector

Yasmine Hurley

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provision.
- The inspector and the childminder completed a learning walk of the setting where they discussed the early years provision and the aims of the curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation, including paediatric first-aid certificates and suitability checks for the childminder and other household members.
- The inspector and childminder jointly observed the children and evaluated an activity together.
- The inspector took the written views of parents into account.

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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