

Childminder report

Inspection date: 9 August 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	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

All children benefit from attending this caring, nurturing provision where the childminder has every child's best interests at heart while providing outstanding care and education. Children are supported to form friendships and to help each other. The childminder shares and models close relationships and highly values all children. For example, older children actively support the learning of babies. Both benefit from these wonderful relationships. Babies learn through the play and support of an older child, while older children learn how to care and play with babies in a gentle manner.

All children's individual care and education is at the heart of this provision. Education is based on children's starting points and what progression is being made. This provision aims high for all children, which means they have a curiosity and willingness to learn and discover at all times. Children confidently approach visitors and are eager to share their experiences. Children wholly benefit from the childminder's exceptional detail and creativity in all areas of learning, which promotes high-quality activities, inside and outside. Children make exceptional progress. Their curiosity and exploration drives children's excitement and high levels of concentration.

Children learn independence skills quickly and are excited to show what they can do by themselves. For example, children are very excited to show off their model that they have made recently using recyclable resources. Children are encouraged to socialise with their peers and share experiences while visiting local grocery shops, the forest and community parks. Children learn and remember how to be safe and what boundaries are put in place to give them a sense of freedom to explore the environment. For example, they say 'red means stop and green means go' when talking about road safety.

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

- The curriculum is ambitious. Children's experiences are planned coherently to build upon what they have already learned. For example, the childminder has designed and made resources using recycled objects to help further develop children's fine-motor skills. The childminder works extremely closely with parents to help children make rapid progress. For example, when the childminder finds out from parents that a baby recently started to crawl and pull themselves up on furniture, she makes the baby area bigger to allow more space and adds equipment that the baby can use to pull themselves up.
- A wide variety of resources and equipment are accessible so children can continue consolidating their learning while also exploring new resources that have been sourced intentionally to challenge their thinking further. For example,

children are supported to be gentle and caring towards babies, as the childminder has set up multicultural dolls, doll's clothes, and doll's changing mat and bag for children to explore. She also allows children to help prepare a baby's food ready for lunch time.

- Having a wide variety of planned and focused resources, inside and outside, means children set up their environment and choose which activities they want to explore, create and play with. For example, children who are very interested in play sand, are able to access this from low-level storage and place it where they want to play with it. The childminder has clear learning intentions to ensure that activities closely match children's individual learning needs and interests.
- The childminder's interactions are highly effective and flexible to suit children's needs and interests. She focuses on consolidating children's use and understanding of known language as well as introducing new language throughout all activities.
- There is a love for healthy eating. Children are taken on a journey about where food comes from, how to prepare food, and how best to store it. Accessible equipment, such as child friendly knives, chopping boards, and plates, allow children to become highly competent at preparing their own snack, with support to hand if needed.
- The impact of what children know, can remember and do is extremely evident in all areas of their learning. This secures the foundation for children's future learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has excellent knowledge of how to keep children safe and secure by embedding robust procedures for security, safety and child protection. The childminder has undertaken paediatric first aid and safeguarding training. She also has printed copies of legislation and guidance, such as 'Prevent' duty. The childminder has made her own notes on all guidance she has to make this unique to what and how she delivers her care and education. The childminder is fully aware of safeguarding procedures and who to contact should a child be at risk of any harm. Risk assessments are in place and highly effective, ensuring children continually play in a safe environment.

Setting details

Unique reference number	2550884
Local authority	Enfield
Inspection number	10221578
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	0 to 10
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Enfield, Middlesex. The childminder operates Monday to Friday, from 8am to 6pm, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector

Gemma Witchell

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 provision.
- The childminder and inspector completed a discussion about how the curriculum is organised and what they intend children to learn while in their care.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector and childminder completed a joint evaluation of an activity.
- The inspector looked at relevant documentation and evidence of the suitability of persons living and working in the household.
- The inspector looked at written feedback from parents and took account of their views.

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

T: 0300 123 1231
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