

Childminder report

Inspection date: 11 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy attending this friendly childminder's home. They have strong relationships with the childminder. Children play well together and enjoy each other's company. They enjoy being social and play cooperatively. For instance, they make dens using large blankets and shine torches in the dark, as they pretend to be explorers. Children develop a good understanding of the world around them. For example, they enjoy walks around the neighbourhood and visits to local places of interest, such as the local library. The childminder widens children's experiences. For example, she takes the children to local parks, playgroups, and a local theatre, where children can listen to stories and songs from around the world. She visits local shops to buy different vegetables and foods from around the world for their meals and try new foods. This helps children to learn about their community.

Children have a lovely attitude to their learning and behave well. Children enjoy playing with large dinosaurs, and superhero figures and pretending to feed their dolls in the home corner. They use their imagination and are confident talkers. Older children name the different dinosaurs. The childminder develops this language. She introduces the word 'Carnotaurus' to extend the children's vocabulary. Older children become excited as they talk about how they are going to make a house and swimming pool for their dinosaurs with their construction blocks.

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

- The childminder implements a curriculum that helps children's future learning. She provides activities that she knows the children will enjoy. Children engage well in these activities. The childminder frequently seeks out opportunities to promote mathematical development. For instance, children problem solve while working out how to build a large enough base for their houses for their dinosaurs and superhero figures. Children demonstrate their extensive mathematical vocabulary, For example, as they create new shapes with magnetic blocks, they notice and say the pyramids they make are made out of 'triangles'.
- Physical development is a strong focus. Children have many opportunities to develop their large physical skills. They can climb on the climbing frames and throw and kick the balls. Children very much enjoy playing outside and developing their physical skills. They safely negotiate and practise their balancing skills as they jump step on and off large boulders in the park, strengthening their legs.
- The childminder interacts with children and joins in with their play. Overall, she supports their ideas and extends their learning. However, on occasion, in her

enthusiasm, the childminder steps in too quickly and does not give children enough time to think and respond to questions asked.

- Partnership with parents is strong. Parents comment that they are happy with the service that the childminder provides. They receive information throughout the day to let them know what their child is doing. The childminder talks to parents at drop off and collection times about the children's learning. This means that parents can help their children at home with their learning if they wish. The childminder has working links with the local school and supports children's transition on to school very well.
- The childminder encourages children to develop their self-care skills. Older children can take off and put on their own coats and shoes. Children follow good hygiene routines and wash their hands before eating meals. They eat by themselves and help lay the table, fetch their water bottles, and help put away their plates after mealtimes.
- Children behave very well. They listen to the childminder and concentrate. They play for long periods of time during activities. For example, they pretend to make ice-cream cones. They scoop up the ice cream and count how many scoops. They compare the sizes of the ice creams they have made. They talk about their favourite flavour and their experiences of eating them with their family.
- The childminder takes her professional development seriously. She makes sure her knowledge and skills are always up to date by undertaking a wide range of training. She is aware that continual improvement is important. She regularly evaluates her provision, seeking feedback from parents and children to inform any changes she decides to make.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her safeguarding responsibilities. She knows what to do if she has any concerns about a child's welfare and acknowledges the importance of taking prompt action to help protect children. She completes regular training, ensuring she remains up to date with safeguarding requirements and any changes in legislation. The childminder supervises children very well and ensures that her home is safe and risk free. She carries out regular risk assessments, helping her identify and remove possible hazards, to keep children safe. All required documentation and records are in place.

What does the setting need to do to improve?

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

- provide more time for children to think and respond to questions with their own thoughts and ideas to enhance their learning.

Setting details

Unique reference number	2586177
Local authority	Enfield
Inspection number	10251128
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	3 to 10
Total number of places	4
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives Enfield, in the London Borough of Enfield. She cares for children all day on Monday to Friday, 8am to 6pm throughout most of the year, apart from bank and family holidays. The childminder provides free early education for children aged three and four years.

Information about this inspection

Inspector

Anahita Aderianwalla

Inspection activities

- This was the first routine inspection the childminder received since the COVID19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The inspector observed the interactions between the childminder and children.
- The inspector gathered views of parents and other partnerships through various letters.
- The childminder provided the inspector with a sample of key documentation on request.
- The Inspector and childminder conducted a joint observation to evaluate the childminder's practice.

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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