

Childminder report

Inspection date: 20 March 2025

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

The nurturing and dedicated childminder ensures children are warmly welcomed into a home-from-home environment. She provides children with a fun and enabling place in which to learn. She plans a varied curriculum around celebrations and children's interests and builds on what they already know. Planned outings within the local community enhance and broaden children's experiences further. For example, children enjoy trips to local parks and playgroups. They develop large physical skills as they regularly go for walks for fresh air and exercise. At playgroups, they learn new skills, such as riding tricycles and scooters. They also have fun as they socialise with other children at these venues, developing friendships outside the setting.

The childminder promotes child-led play, alongside supporting children's curiosity and ideas. The childminder is calm and reassuring and is careful in her interactions with children. She understands the importance of allowing children time and space to discover for themselves and when to interact and support play. The childminder is a good role model and children behave well. Children demonstrate they feel safe and secure in her care and establish close and trusting bonds with the childminder.

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

- The childminder knows children well and understands their abilities. She sets targets to help children to build on their existing skills and knowledge in a sequential manner. By regularly monitoring children's progress, she identifies any gaps in their learning. This helps to ensure that children achieve positive outcomes and make progress.
- The childminder's curriculum places a strong focus on supporting children's language development. She speaks clearly and repeats words to enhance their speaking skills. While children play, she narrates their actions. She introduces new words, such as 'humongous', to extend children's vocabulary even further. The childminder uses familiar stories and songs to support children's learning. Children also enjoy looking at books and selecting stories to share. This helps to foster children's love of reading. Children make good progress in their language development.
- Mathematical concepts are woven into everyday routines, supporting children's understanding of number, shape and spatial awareness. The childminder ensures children develop a solid foundation in mathematics through activities, such as counting objects during play and recognising different shapes they use. Children eagerly use shapes to build towers and put the correct pieces in to complete puzzles. These practical, hands-on activities make learning enjoyable and reinforce children's mathematic skills.
- Children's interests play an important role within the childminder's curriculum.

Activities such as reading stories or playing with play dough become avenues for learning. The childminder skilfully extends these interests into educational experiences, keeping children engaged and ensuring that learning is relevant and enjoyable. However, the childminder does not yet best utilise questioning techniques to challenge children's thinking or encourage them to solve problems independently.

- Overall, the childminder has high expectations for children's behaviour and conduct. She provides them with clear rules and boundaries, such as being kind to others and sharing. Children build good friendships with their peers and play cooperatively together. However, at times, the childminder does not implement clear guidance for children to carry out small tasks, such as helping to tidy toys away.
- The childminder provides healthy snacks, meals and water. She makes sure that children have access to daily exercise and outdoor play. The childminder teaches children the importance of healthy lifestyles as they enjoy threading pictures of fruit and learning about oral health. This supports their physical health and well-being.
- Partnerships with parents are good. The childminder ensures that parents are kept up to date about all aspects of their children's care and learning. For example, she shares information about the activities children have enjoyed and the progress that they make. Parents comment that the childminder plans a good range of engaging activities, and ideas for supporting learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- modify teaching techniques that allow children more time to process information and respond, to develop their thinking skills
- implement more consistent messages to encourage children to have greater responsibility for carrying out small tasks.

Setting details

Unique reference number	2699357
Local authority	Enfield
Inspection number	10376333
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	5
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Southgate in the London Borough of Enfield. She operates weekdays between 8am and 6pm throughout the year. The childminder offers the government funded places for childcare.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the childminder's setting with the inspector.
- Children spoke to or communicated with the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- Children spoke to or communicated with the inspector during 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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