

Childminder report

Inspection date: 13 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 childminder provides a welcoming and child-friendly environment. Children respond well to her affectionate and calm approach and are happy and content in her care. Babies demonstrate that they feel safe. They approach the childminder for cuddles and smile broadly as the childminder interacts with them. The childminder and her assistants forge strong relationships with children and their families, which helps children to feel emotionally secure. Children enjoy their time with the childminder and her assistants. They are eager and confident to choose from the broad range of activities and resources on offer.

The childminder has created an ambitious curriculum that focuses on the skills and knowledge children need to prepare them for future learning. The childminder has a good understanding of children's learning styles and interests. She provides an environment that motivates and challenges children's thinking. Children begin to count and sort colours and recognise numerals. Reading is a cherished activity in the setting. The childminder engages children by asking thoughtful questions such as 'what do you think the Caterpillar ate on Monday?' and encouraging them to connect stories to their experiences. For example, she links a book, "The Hungry Caterpillar" to the benefits of eating healthy foods and planning cooking activities. This approach sparks curiosity nurtures a love of reading and helps children understand that books are a source of knowledge and enjoyment.

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

- The childminder has a clear, well-developed curriculum. She understands what children need to be able to do before they go to school. The childminder encourages children to be kind and look out for their friends. The childminder wants children to be able to do things for themselves and manage their own needs and learn to share and take turns.
- The childminder focuses on the next steps for learning for children. She plans the environment around planning and offers resources to support this development. Children who need to improve their small-muscle skills practise posting items. The childminder makes a resource that allows for this, introducing a 'hungry caterpillar', based on the story of 'The Very Hungry Caterpillar', with a mouth to post food into. Children enjoy this activity while listening to the story.
- Overall, the childminder promotes children's language development well. She provides children with a language-rich environment. She narrates children's play and repeats words for children to hear. Children enjoy stories, singing and taking part in action songs, which promotes their communication skills. However, on occasion, the assistants do not face babies when interacting with them. This does not give babies the opportunity to develop their emerging communication and language skills even further.

- The childminder reminds children to use manners, where needed. She models this behaviour by doing so herself; for example, when handed a toy by a child, she says 'please' and 'thank you'. The childminder has high expectations for good behaviour. She calmly reinforces the rules and boundaries of the setting. Children listen to the childminder and respond to her expectations positively.
- The childminder encourages children to eat healthy food. Children help her to prepare snacks and meals, and they discuss making healthy choices. Parents compliment the childminder on the food she provides for children. They state that children are happy and safe in her care. Parents explain how they receive regular feedback on children's progress and development.
- The childminder and her assistants are very kind, caring and gentle towards the children. Children are happy and enjoy their interactions as they play. The childminder offers flexible settling-in sessions for the children, prior to them attending her provision. This helps to build children's and parents' confidence at this time of change.
- The childminder undertakes regular training to help update her knowledge and skills to further enhance her teaching practice. However, she does not consistently explore training opportunities for her assistants to help raise their practice to a higher level.
- Partnerships with parents is good. Parents speak very highly of the childminder and her assistants. They comment on the high-quality care their children receive. Parents have daily communications about their child's day and developmental milestones. The childminder provides parents ideas of how they can further support children's learning at home. Parents talk about the good progress their children make during their time with the childminder and how keen their children are to attend.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2705301
Local authority	Enfield
Inspection number	10375908
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 2
Total number of places	9
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Winchmore hill in the London borough of Enfield. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anahita Aderianwalla

Inspection activities

- 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 their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- A joint observation was conducted with the childminder and inspector to observe and discuss the quality of teaching.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning and had discussions with the childminder and her assistants.
- The inspector took account of written feedback from parents and cards made by the children.
- The childminder provided the inspector with a sample of key documentation on request.

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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