

Childminder report

Inspection date: 7 July 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	Met
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time at this setting. The childminder and her assistant warmly welcome children into this homely environment. Children form close bonds with the friendly and kind childminder and her assistant, who are sensitive to children's individual needs. Children demonstrate that they are happy, safe and settled, as they run to the childminder as soon as they see her to give her a big cuddle. The childminder and her assistant constantly interact and play with children. This supports them to build stronger relationships with children and allows them to extend their learning. For example, during a colour game, the childminder picks different-coloured cups and children answer the name of colours. Children are eager to get the colour right.

The childminder has high overall expectations for all children. Children benefit from meaningful outdoor experiences. Children have plenty of opportunities to strengthen their fine and gross motor skills as they skilfully dip different-sized balls in a water bucket. They manipulate their fingers to pick them out and throw them as far as they can using their whole body. This helps to develop children's coordination. Children show positive attitudes to their learning. They engage for long periods of time exploring activities of their choices. The childminder and her assistant are good role models for children and have a calm and consistent approach when supporting children's behaviour. They are quick to praise children's efforts and this helps children to build their confidence to try new things.

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

- The childminder and her assistant support children's developing speech. They repeat words clearly to children and give them time to repeat words. This helps children to remember newly learned words. The childminder uses children's interests to encourage their early speech. For example, when children play with their favourite cars on a slide, the childminder and her assistant introduce key words such as 'up', 'down', 'slow' and 'fast'.
- The childminder completes mandatory training to keep up to date with her skills and knowledge to work with children effectively. She engages with additional online training regularly based on the needs of the children she cares for. She regularly evaluates her practice and actively seeks advice from the local authority advisory teacher to improve her setting. However, she has not considered attending training to develop her skills in planning and implementing her ambitious curriculum for children to extend their learning even further.
- The childminder and her assistants know children well. The childminder identifies what children know, can do and their next steps in learning. They plan a balanced curriculum and know how they can best support children with what they need to learn next. However, the implementation of learning intentions for

some activities is less clear than others. As a result, children are not always challenged enough to make the best possible progress.

- Children enjoy many opportunities that help them to feel part of their community and understand about diversity. The childminder places a strong focus on learning about different cultural and religious festivals. For example, children relish the time they visited the local church and mosque. This encourages children to be curious about people and communities that may be different to their own. The childminder uses regular trips to the park to encourage children's social interactions, as they meet and play with other children of similar age.
- Overall, the childminder helps children to develop their independence in various ways. Children confidently make choices about where and how to play with their chosen resources. However, the childminder and her assistant sometimes complete tasks for children that they could do themselves, such as walking to the bathroom or attempting to take shoes off. This does not promote children's independence to a higher level.
- Parents speak highly about the service which the childminder provides. The childminder gathers information from parents about their children when they start. This helps her to learn about children's interests and needs. Parents feel well informed about their children's progress and how they can extend their children's learning at home. They say that their children love coming to the childminder's setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the importance of safeguarding children. She can identify signs that a child may be at risk of harm, and knows the procedures she must follow to act on and report her concerns. The childminder ensures that her assistant has a good knowledge of this area. She understands the 'Prevent' duty and how to recognise if a child is being exposed to extreme views. The childminder assesses and minimises risks effectively across her setting. She takes appropriate action to ensure the safety of children when they visit local parks and places of interest.

What does the setting need to do to improve?

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

- maximise professional development opportunities, with a particular focus on implementing clear learning intentions for all activities
- offer children further opportunities to develop their independence skills and do more things for themselves.

Setting details

Unique reference number	EY101180
Local authority	Enfield
Inspection number	10289621
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	1 to 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	30 November 2017

Information about this early years setting

The childminder registered in 2002. She lives in the London Borough of Enfield. The childminder works with her husband, who is a registered assistant. The childminder is available from 7.45am to 6pm, Monday to Friday, all year round, except for bank holidays or family holidays.

Information about this inspection

Inspector

Yuko Utsumi

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 setting.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector talked to assistant at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of an activity with the childminder.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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