

Childminder report

Inspection date: 10 January 2024

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	Good
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What is it like to attend this early years setting?

The provision is good

The experienced childminder provides a home-from-home environment, where children settle quickly. She places a strong focus on children feeling comfortable in her setting. For example, the childminder offers bespoke settling-in sessions to meet the needs of all children. Children's care needs are carefully approached. Children display warm and positive relationships with the caring childminder and her assistant. Children are well behaved and show positive attitudes to new experiences. With the childminder's timely encouragement and praise, they persevere when they encounter age-appropriate challenges.

The childminder has clear intentions for children's learning. She places a high focus on developing children's communication and language skills. She provides the children with a language-rich environment. She introduces new words and vocabulary through play, songs and stories. For instance, while singing their favourite nursery rhymes, children excitedly explore sound through musical instruments and join in with key phrases. All children, including those with special educational needs and/or disabilities (SEND), make good progress in their learning and receive the support they need to be ready for school.

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

- The childminder closely monitors children's development and identifies what they need to learn next. She gathers useful information from parents about children's starting points when they initially start attending. She provides helpful guidance to parents about how they can also support children's learning at home.
- The childminder and the assistant support children's speech and language development effectively. They engage children in regular conversations during activities to extend and build on their communication and language skills. For example, the childminder engages children in discussion and repetition and helps them to learn new vocabulary. She introduces new words in context, such as 'broccoli' and 'avocado'.
- Children relish the freedom to move around and investigate the play areas and garden. With the childminder's well-placed support, they excitedly use equipment to progress their physical skills. The childminder takes children out into the local community. They walk around the local area and nearby parks so that they can explore the larger spaces and equipment. They also go on trips to local shops, developing their understanding of the world as they explore the different produce and items they find there.
- The childminder and her assistant encourage positive behaviour. For example, they praise children's achievements. The childminder's gentle approach means the environment is calm. As such, children are confident to explore new things.

- The childminder follows good hygiene procedures, such as effective handwashing arrangements after nappy changes and before preparing food. She provides nutritious snacks and talks about the taste and colour of the fruit and vegetables children eat. However, the childminder does not always use these discussions with children to learn about the benefits of healthy eating.
- The childminder provides young children with sensory experiences. For example, children spend very long periods of time exploring sensory play. They relish filling and emptying coloured rice into containers and enjoy playing with small-world animals on artificial grass, mimicking the sounds the animals make. However, at times, the childminder is overly directive. She does not always provide children with enough time to express their creativity and develop their own ideas.
- The childminder and her assistant value their professional development and ensure that all mandatory training is up to date. This helps them to broaden their knowledge and build on their practice. She has recently attended training to help her support children with additional needs and SEND and further develop their communication and language.
- Children's early mathematical understanding is mostly supported effectively. For instance, the childminder encourages children to think critically, to predict how many scoops of rice will fill the cups, and to identify coloured shapes.
- The childminder values partnership working with parents, as well as other partnerships and settings. She acts promptly and discusses her concerns with parents so that they can seek help and advice from the appropriate agencies. This helps her to provide continuity in children's care and learning. Parents speak highly of the nurturing childminder. They value the advice and support she offers and recognise that their children have made good progress. Parents remark that the childminder is 'simply wonderful'.

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:

- increase opportunities for children to learn about being healthy and the benefits of making healthy choices
- allow children sufficient opportunities to make choices and provide them with more time to explore and lead their own learning.

Setting details

Unique reference number	EY250450
Local authority	Enfield
Inspection number	10308135
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	2 to 2
Total number of places	12
Number of children on roll	1
Date of previous inspection	12 March 2018

Information about this early years setting

The childminder registered in 2003 and lives in Edmonton, in the London Borough of Enfield. She operates all year round, 8am to 6pm, from Monday to Friday, except for bank holidays and family holidays. The childminder occasionally works with her husband, as her assistant, if necessary.

Information about this inspection

Inspector

Anahita Aderianwalla

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 inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children, the childminder and her assistant and spoke with them at appropriate times during the inspection.
- Parents shared their views of the childminder's provision with the inspector.
- The childminder had a long discussion with the childminder and sampled relevant documentation, including suitability checks and paediatric first-aid qualifications.

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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