

Childminder report

Inspection date: 25 October 2022

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

Children show that they feel happy and secure in the childminder's welcoming home. Younger children settle quickly and independently explore the toys and resources the childminder provides for them. Children are well behaved and positively respond to the affection and praise the childminder gives them. For example, they learn to share, take turns and show kindness to one another. The childminder follows children's lead and plans activities based on what children like doing. For instance, children clap and laugh when they complete a challenging activity, such as stacking wooden bricks or using shape sorters. This helps children make good progress from when they first start and supports their future learning.

Younger children develop their physical skills well. They enjoy physical challenges, such as climbing up the slide, running and having fun outdoors in the fresh air. Children's manipulative skills are developing effectively. For example, they use brushes to paint the garden fences and walls with water, taking time to focus and explore. Children frequently go on outings to the park, local walks in the community and attend playgroups. They are beginning to develop good social skills and learn about the differences between people and their communities effectively.

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

- The childminder has clear aims for her curriculum. She knows the children well and has high expectations for each child in her care. She monitors children's progress and uses this information to plan activities that follow their interests and learning styles. She uses children's next steps in learning to inform her planning and quickly identifies any potential gaps in their learning. This has a positive impact on developing children's knowledge and skills to help them learn and thrive.
- The childminder prioritises young children's speech and language skills effectively, to help them become confident communicators. She talks to children and models language in a way that encourages them to repeat and learn new words. For example, during songs and story time, the childminder gives younger children objects that relate to the story to help increase their understanding and make links between objects and words.
- The childminder models good behaviour and uses positive and purposeful praise and encouragement during children's routines and activities. She gets down to children's level and interacts well with them during their play. The childminder is gentle and kind in her approach to help children develop an understanding of good manners and behaviour. She reminds younger children to say 'please' and 'thank you' and to share toys. This supports children to behave well.
- Overall, the childminder promotes children's independence in a range of ways. For instance, younger children learn to feed themselves and play with toys they

freely choose. However, there are times when the childminder completes tasks for children without allowing them to try things for themselves. This includes, for example, using tissues to wipe their nose and washing their hands. This prevents children from developing even higher levels of independence.

- The childminder teaches younger children mathematics throughout the curriculum. For example, she encourages younger children to count the steps they take up the slide and the quantity of nature items they find outdoors, such as leaves. The childminder is constantly encouraging mathematical language. For example, she introduces concepts such as 'big' and 'small' as young children play.
- Parents are very complimentary about the childminder and value the learning and care their children receive. The childminder talks to parents about what the children have enjoyed doing and provides detailed information about children's care routines. However, parents do not consistently receive information about their child's next steps in learning. This does not fully support children to continue learning at home.
- The childminder regularly reviews her practice and attends regular training to keep her knowledge up to date. She works well with other childminders and her local authority training team, to help her continually develop her practice. For instance, she is keen to source additional training on how to support children with special educational needs and/or disabilities to enhance her knowledge further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children from harm. She attends regular training to update her safeguarding knowledge. The childminder knows how to identify the signs of abuse and neglect. This includes the effects of exposure to extreme views and behaviour. She understands the procedures to follow if she has concerns about a child's welfare, or if there is an allegation about herself or other household members. The childminder supervises children closely and is vigilant to any potential hazards. She ensures that children learn about risks from an early age, such as being careful when running or climbing steps.

What does the setting need to do to improve?

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

- strengthen the arrangements in place for the sharing of information and ideas with parents, to help support and continue their children's learning at home
- help young children to become aware of good hygiene practice from an early age, to build foundations for their future self-care skills.

Setting details

Unique reference number	EY270937
Local authority	Enfield
Inspection number	10234751
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	2
Date of previous inspection	28 November 2016

Information about this early years setting

The childminder registered in 2003. She lives in the London Borough of Enfield. The childminder provides her service from Monday to Friday, from 8.30am until 5.30pm, throughout most of the year. She has a level 3 childcare qualification.

Information about this inspection

Inspector

Yasmine Hurley

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 provider and has taken that into account in their evaluation of the childminder.
- The inspector and the childminder completed a learning walk of the setting where they discussed the early years provision and the aims of the curriculum.
- The inspector and the childminder jointly observed children and evaluated an activity together.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation, including paediatric first-aid certificates and suitability checks for the childminder and other household members.
- The inspector spoke to parents during the inspection and took account of their views.

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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