

# Childminder report

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Inspection date:

8 November 2023

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder is experienced and puts children at the heart of everything she does. She creates a warm and relaxing atmosphere in her welcoming home which contributes to children being happy and settled. Children develop strong relationships with the childminder and feel confident and content. The childminder organises the resources so that children can independently make choices during their day and guide their own learning. Children play well together and are affectionate toward the childminder and each other. They behave well and learn to share and take turns. They relish in the praise they receive from the friendly and attentive childminder for their achievements.

The childminder provides a rich and varied selection of well-organised activities across the curriculum. For example, children completed puzzles and used tweezers to match and sort colourful dinosaurs into their containers to help them develop their hand-to-eye coordination. The childminder extended their problem solving skills further, such as encouraging younger children to count and identify colours. Children deeply engage and focus for long periods. They have a positive attitude towards their learning. For example, children are keen to explore outdoors and are curious to handle nature items, such as leaves and learn about farm animals. The childminder challenges children's thinking and teaches them about natural habitats and seasons. Children gain good skills to help them prepare for the next stage in their future learning.

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

- The childminder supports children's developing communication and language skills very well. She uses effective strategies, such as introducing new words and repeating them, to widen younger children's emerging vocabulary. Children, including those who speak English as an additional language, make good progress from their various starting points in learning.
- The childminder has a good range of books available that are well presented in a cosy corner. However, on occasion, the childminder places less focus on supporting children's literacy awareness. For example, when opportunities arise to read books, the childminder moves on to other activities. Therefore, children's early reading skills are not consistently extended to help children develop a love of reading.
- The childminder supports children's healthy lifestyles and self-care skills effectively. For example, children know to wash and dry their hands before eating snacks and healthy home-cooked meals the childminder provides. They follow good hygiene procedures. The childminder provides children with opportunities to develop physically outside, such as regular visits to farms, local parks and playgroups.

- The childminder consistently plans a wide range of experiences to help children develop their social and personal skills. This includes helping children to understand similarities and differences between themselves and others to develop their knowledge of the wider world.
- The childminder knows the children in her care well. She closely monitors their progress and swiftly identifies potential gaps in their learning. The childminder reports to parents on their children's progress and supports them with their children's care and learning at home. For example, she shares advice about extending children's communication and language skills to help them become confident talkers. Parents write about the childminder's caring attitude and are very positive about the education that the childminder provides.
- Children's behaviour is good. The childminder teaches children to develop an awareness of others' feelings and is affectionate and gentle in her approach to help children develop their understanding of boundaries and familiar routines. This supports children to behave well.
- Overall, the childminder regularly reflects with her assistant and evaluates their practice to enhance children's overall learning and care outcomes. The childminder and her assistant keep their mandatory training up to date. However, the childminder does not sharply focus on her professional development to help her raise the quality of her teaching to the very highest level.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the procedures to follow should she have any concerns for children's safety and welfare. She understands the importance of following the correct procedures to report any concerns to relevant professionals, to protect children from harm. This includes any allegations made about her or another adult working with children. The childminder and her assistant attend training which develops their knowledge of safeguarding issues, including radicalisation and county lines. This helps them to remain vigilant. The childminder manages risks well and teaches children about safety in the home and when going on outings.

## What does the setting need to do to improve?

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

- review opportunities for professional development to help raise the quality of education to the highest level
- consider ways to consistently capture children's interest in books to support their developing early literacy skills.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY274308                                                                          |
| <b>Local authority</b>                             | Enfield                                                                           |
| <b>Inspection number</b>                           | 10308149                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 9                                                                            |
| <b>Total number of places</b>                      | 12                                                                                |
| <b>Number of children on roll</b>                  | 10                                                                                |
| <b>Date of previous inspection</b>                 | 12 March 2018                                                                     |

## Information about this early years setting

The childminder registered in 2003. She lives in the London Borough of Enfield. The childminder works with an assistant. She provides care from 7.30am until 6pm, Monday to Friday, all year round except for bank holidays or family holidays. The childminder has a relevant qualification at level 3.

## Information about this inspection

### Inspector

Yasmine Hurley

### Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken into account in her evaluation of the childminder.
- The inspector and childminder completed a learning walk of the setting where they discussed the early years provision and the aims of the curriculum.
- The inspector and childminder jointly observed children and evaluated an activity together.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector looked at relevant documentation, including paediatric first-aid certificates and suitability checks for the childminder, her assistant and other household members.
- The inspector took account of the written views of parents.

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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