

Childminder report

Inspection date: 3 March 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	Met
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What is it like to attend this early years setting?

The provision is good

Children are very happy in the childminder's home. They develop strong bonds with the childminder, which supports them to settle well and to explore and play with confidence. Children are motivated. They remain deeply engaged in their learning. For example, children pretend to make pizzas from home-made dough. They mould dough to make various toppings for their pizzas and carefully cut slices of pizza with play knives to offer the childminder. Children learn many skills as they play, to support them as they move on to the next stage in their education.

The childminder supports children's understanding of feelings and emotions. She talks to them in a calm and respectful manner and encourages them to name their feelings when they are upset. The childminder sensitively helps children to manage their feelings by listening to them, and helps them to find solutions. This helps children to feel valued and safe. Children's behaviour is good. They learn to share the resources and listen and follow instructions well. The childminder teaches children good manners, such as 'please' and 'thank you', and consistently reminds them of the boundaries. Children begin to recognise risks and learn about keeping themselves safe. They are respectful and polite.

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

- The childminder gathers a range of information from parents when children start with her. She finds out about children's routines, likes and dislikes and what they can do. The childminder uses this information to plan for children's next steps. She introduces different things to extend their imaginative games and offers activities that build on what they already know and are interested in. This helps new children feel confident to explore and to feel secure and safe.
- Children enjoy mark-making activities. This helps them to develop their early writing skills. For example, children use colouring pens to make pictures and develop good control because the childminder models how to hold the pen correctly. In addition, she patiently encourages children to paint their own hands and make prints, and put on buttons when wearing role play clothes. These activities develop children's concentration and hand control.
- The childminder models correct sentence structure and introduces new words. For example, she describes play dough using words such as 'smooth' and 'sticky'. Children eagerly try and copy the new words they hear. The childminder continuously encourages thoughtful and engaging conversations. She asks questions to reinforce children's understanding of what they already know. However, the childminder does not use different questioning techniques to challenge children's learning, and encourage them to share their own ideas and thoughts.
- The childminder encourages children to develop their independence skills in

preparation for the next stage of their learning. They learn to tidy away activities or resources when they are finished and to manage their personal care needs. Children enjoy being outdoors at local parks and woods. They explore their local community and learn about having a healthy lifestyle.

- The childminder is a good role model and has a consistent approach to help children learn about the expectations for behaviour. Children listen to her when she reminds them to share toys, work together and take turns.
- The childminder has strong relationships with parents. She gathers key information about children who have recently started attending the setting, to support their settling in and well-being. The childminder works closely with parents to ensure there is continuity between home and her setting. She keeps them informed about their children's progress through daily discussions, photographs and messages.
- The childminder has a good range of policies and procedures in place to support the effective management of the provision. She and her assistant complete a range of mandatory training that supports their ability to keep children safe in their care. However, the childminder has not fully considered more focused training opportunities for herself or her assistant, to enhance the implementation of the curriculum to the highest level across all areas of children's development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant are aware of the signs and symptoms of abuse. They both understand who they would need to report any concerns to, and have a good knowledge of wider society issues, including extremism. The childminder and her assistant regularly update their safeguarding training. The childminder keeps children under close supervision as they play, to help keep them safe. She has thorough risk assessments in place to identify and minimise hazards in her home, and she considers how to reduce risks when on outings with children.

What does the setting need to do to improve?

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

- give children even more time to think and respond to questions with their ideas and answers, to help them to achieve at the highest levels
- source a broader range of training opportunities to further enhance the implementation of the curriculum, to support all children to achieve to the highest level.

Setting details

Unique reference number	EY276365
Local authority	Enfield
Inspection number	10112164
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	3 to 3
Total number of places	6
Number of children on roll	1
Date of previous inspection	2 March 2016

Information about this early years setting

The childminder registered in 2003. She lives in Enfield in the London Borough of Enfield. The childminder operates Monday to Friday from 6.30am to 6.30pm, all year round, apart from some family holidays. She works with her husband, who is her assistant.

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 setting.
- The inspector observed a range of play activities in the childminder's home and assessed the impact of teaching on the children's learning and development.
- The inspector completed a joint observation with the childminder.
- The inspector spoke to children and the childminder at suitable times during the inspection.
- The inspector looked at a sample of the documentation that supports the childminder's practice.

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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