

Childminder report

Inspection date: 22 August 2025

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 show that they feel secure and valued in this warm and welcoming environment. They build strong attachments with the caring childminder. Children enjoy cuddles during stories and respond happily to the childminder's gentle support. The childminder offers a homely space where children's needs and interests shape the daily routines. She creates a safe and stimulating environment to help children to explore and learn with confidence.

The childminder plans the curriculum through her clear understanding of each child's next steps in learning and developing interests. She encourages children to select resources independently and take the lead in their play. Through these choices, children build confidence and curiosity. The childminder focuses strongly on developing children's communication and language. She supports children who speak English as an additional language. Children enjoy listening to stories, selecting their favourite books and sharing them with others. They also eagerly take part in singing rhymes and songs, which further strengthen their speaking and listening skills.

The childminder supports children with kindness and patience. She guides them as they make decisions and learn new skills. The childminder encourages independence by teaching children to manage everyday routines. For example, children wash their hands before meals and begin to understand the importance of hygiene. Even the youngest children practise feeding themselves and learn to use cutlery correctly. In this supportive environment, children grow in independence, gain important life skills and develop a strong sense of achievement.

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

- The childminder provides a broad and balanced curriculum. She ensures that children exercise regularly to stay fit and healthy. They visit local parks, libraries and toddler groups to build confidence and social skills. The childminder uses daily outdoor play to give children space to run, pedal bicycles and explore. She plans trips to parks and woods to encourage walking and discovery. In her garden, children grow vegetables and learn about healthy lifestyles.
- The childminder places a strong focus on professional development. She completes a range of training and professional development. The childminder actively seeks to engage with other professionals. She identifies specific areas of her practice that she can develop her knowledge of. This has a positive impact on children.
- Children's mathematical learning is part of the childminder's daily practice. She encourages children to identify shapes and numbers in the environment. The childminder supports children to solve simple problems during their play. For

example, in a number-sorting activity, children match quantities of beads to numbered pots. They show excitement and pride as they receive praise for their achievements.

- The childminder is consistent in her approach to children's behaviour. She carefully and calmly explains the importance of waiting for a turn or listening to their friends. Children play well together and share resources in an age-appropriate way. The childminder offers children a safe and secure environment to grow and learn in.
- The childminder teaches children about the community they live in. She helps children by teaching them about festivals. She encourages parents and carers to help children to understand other religions. Children share food from other cultures and look at books and stories.
- The childminder has strong relationships with parents that support children's learning. At handover, she shares information about children's interests, activities and outings. This helps parents to continue their children's learning at home.
- The childminder works closely with parents before children start attending, to establish a secure understanding of children's care needs and development. The childminder regularly shares information with parents about their children's progress through daily verbal feedback. However, she has not embedded partnership working with other settings that children attend. The childminder does not routinely share information to help provide a consistent approach, to support children's care and learning further.
- Overall, the childminder supports some aspects of children's literacy skills. For example, older children are able to recognise their names and learn to write them independently. However, the childminder has not extended her knowledge of how and when to teach children phonics. For example, she supports children to match letters with objects. However, she introduces the alphabet by letter names rather than the sounds they represent. The childminder does not support children to sound out letters in a phonetic way. This limits opportunities for children to develop early reading skills in preparation for school.

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:

- engage more effectively with other settings that children attend to share information to support children's care and learning
- extend knowledge of the sequence to teach children early literacy skills, such as

when and how to teach children about letters and the sounds they represent.

Setting details

Unique reference number	EY307518
Local authority	Enfield
Inspection number	10398428
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	4 to 4
Total number of places	6
Number of children on roll	1
Date of previous inspection	21 October 2019

Information about this early years setting

The childminder registered in 2005. She lives in Ponders End in the London Borough of Enfield. The childminder operates her provision from Monday to Friday, 7am to 6pm, all year round. She holds a relevant qualification in childcare at level 3.

Information about this inspection

Inspector

Rizwana Nagoor

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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