

Childminder report

Inspection date:

15 September 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 love coming to this nurturing and extremely organised setting. They are greeted warmly by the childminder and feel at home as they eat their lunch looking out onto the garden and take a nap in cosy bedding. Children are making good progress as the childminder has a clear and well-planned curriculum in place. Children settle well, and relationships are strong. The childminder takes the time to know children really well. She uses this information to provide good-quality care and education. She plans activities based on what children know and can do, and children are excited to play with various resources in the lovely and well-designed garden area. They have well-developed physical skills and enjoy hopscotch, throwing and catching, and playing mini golf.

The children follow adult instructions well and have a familiar routine. They are calm and respect their environment, taking their shoes off before they come in and helping to put resources away. Children seek comfort and reassurance from the childminder, and they talk about home and family life as they enjoy play and experiences throughout the day.

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

- Children are developing good communication skills. The childminder uses a range of strategies to encourage language development. She repeats words children are saying and introduces new vocabulary as they use play dough. She asks children to 'press down' with their palm and roll and squash the dough.
- Children have broad experiences, and the curriculum is enhanced by the wonderful garden area and trips out. Children watch vegetables grow and comment as tomatoes change colour. They pick mint and lemon-tree leaves and crush them in their hands to smell the scent. Children select and pay for ingredients during supermarket trips.
- The childminder offers organised and clear resources with a variety of high-quality books and story resources. However, there is not enough storytelling, sharing books and using story resources throughout the day to promote a love of reading.
- Children develop a strong understanding of numbers through well-planned activities that follow their interests. For example, two-year-old children throw objects onto numbers on the hopscotch. They jump to that number and are beginning to count numbers out loud. They count play-dough stars, saying one, two, three.
- Children are beginning to engage and concentrate for longer periods of time. The childminder uses her knowledge of the children and knows, developmentally, where they should be to decide what their next steps in learning are.

- Children are becoming curious and have positive attitudes towards learning. They select a magnifying glass to look for ants crawling on the ground, and they find different-sized balls to explore the knocking down of skittles.
- The childminder has high expectations of children's behaviour and encourages good manners and good listening. A home-from-home environment is created, and children feel safe and secure as they follow instructions and call for her when they need help.
- Children are encouraged to follow a healthy lifestyle and try new foods. Children eat healthy meals and snacks provided by parents and are encouraged to use cutlery and eat independently. However, independence is not always encouraged throughout the day, and children rely on the childminder to do things for them in their play and do not always remain engaged in activities independently.
- Parent partnerships are strong, and communication provides information about children's well-being and progress. Parents are thrilled with the genuine care and nurturing environment provided by the childminder. Their views are taken into account, and they feel supported and well informed.
- The childminder is very experienced and reflective. She strives to provide the best care and possible outcomes for children. She seeks constant professional development through a range of training courses that help her to implement effective strategies. Most recently, training about mathematical development and outdoor play have both enhanced the curriculum within the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very robust knowledge of safeguarding. She attends regular training to ensure she is up to date with the latest information for keeping children safe from harm. She makes notes on refresher training to remind her of current safeguarding information that she needs to be aware of. She knows who to contact should she have any concerns about children and carries out risk assessments of her home and garden to ensure all areas are safe for children to access.

What does the setting need to do to improve?

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

- provide activities based on children's interests that will engage them further and encourage more independence
- use a range of strategies to engage children in storytelling and promote a love of reading.

Setting details

Unique reference number	EY315603
Local authority	Enfield
Inspection number	10231742
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 8
Total number of places	6
Number of children on roll	2
Date of previous inspection	7 September 2016

Information about this early years setting

The childminder registered in 2002. She lives in Winchmore Hill, in the London Borough of Enfield. The childminder operates her service from 7.30am to 7pm, every weekday, throughout the year and during school holidays. The childminder sometimes works with an assistant to transport children to and from school.

Information about this inspection

Inspector

Sara Vincent

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 provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning
- 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 observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had 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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