

Childminder report

Inspection date: 29 April 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children quickly settle into the childminder's setting. The childminder ensures that she obtains information about each child's needs, interests and starting points in learning from their parents. Her disposition is very gentle and nurturing. Children play calmly while listening to relaxing nursery rhymes in the background. Children feel safe and very secure in the childminder's care. The childminder knows what she wants children to learn, and is committed to preparing children for nursery or school. Children quickly develop the confidence to freely explore and eagerly choose toys. The childminder remains close by and encourages children by describing their actions and offering support.

The childminder sensitively engages children and progresses their imaginary play. For example, children become immersed in scooping and pouring rice grains while feeding the teddy bears. Children quickly adapt to the childminder's established routines. They respond well to transitions within the day. For example, children willingly join in as the childminder sings a tidy-up song before snack time. Children concentrate with high levels of attention and receive good support to complete adult-directed tasks and activities. Children learn to manage their feelings, as the childminder encourages them to retreat and calm down when they feel upset. This helps to quickly resolve any episodes of unwanted behaviour.

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

- The childminder emphasises key vocabulary clearly while describing children's play. She pauses to allow children to repeat her words at these times. The childminder adheres to advice given by external professionals working with children. This helps all children to benefit from consistent approaches for promoting their speech and language. Children quickly move from gesturing to using some intentional speech.
- Children make good progress across their areas of learning. They develop good large-muscle control and balance. They enjoy running, visits to the park and crossing stepping stones. Children stack shape puzzles and count objects and actions. They develop an interest in books and stories, and take part in creative arts and craft making. As children make marks, they pick up and sort small objects using their fingers. Children develop good fine-muscle grasp and control.
- The childminder's observations of children's learning are precise. She has thorough knowledge of what children know already and clearly identifies what they need to learn next. The childminder's age-appropriate play activities help children to reach their next steps in learning.
- Children in the early stages of learning her routines behave exceptionally well. Moments of upset are short lived. This is because the childminder affectionately draws attention to children's facial expressions. This helps them quickly develop

the ability to positively adjust their responses. She is an excellent role model, who displays a calm disposition in all situations. Children emulate her with exemplary behaviour and treat the toys with respect.

- Children enjoy lots of free choice in their play. Her adult-directed activities are suitably challenging for children and she encourages them to persist when they find things difficult. Children confidently choose their own activities to explore and attempt to find ways of solving problems. For example, they match toy animals to pictures and identify what is similar and different about them. Children are highly focused during these times. They consistently try hard, despite the childminder offering her assistance early on in their process of discovery.
- Parents are very complimentary about the childminder. They said that they are happy with the high-quality level of care she provides. Parents feel that their children settle in very quickly, and they are comfortable and happy in her care.
- The childminder knows the strengths of her setting. This includes her close working relationships with parents, and her high aspirations for children's education and achievement. The childminder proactively seeks feedback from parents and children. She uses their suggestions to improve her provision further. The childminder works well with her local school to support children's transitions.
- The childminder provides activities, such as making cards, for children to enjoy during festive times of the year, such as Christmas, Mother's Day and Easter. However, she does not give children opportunities to develop an understanding about their own and other people's cultures reflected in their wider local community.
- The childminder supports children very well to develop their self-care skills. Young children quickly learn to drink from open cups. They learn to lather their hands well when washing them and put their own coats on.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs which indicate a child may be at risk of or suffering abuse. She knows who to contact should she have concerns and has a clear procedure to follow should she need to report information. The childminder completes thorough risk assessments of all areas of her home and children's activities. Children learn to care for their teeth as the childminder discourages the consumption of sugary drinks and shares oral health advice information with parents. Children are taught about health and safety, including online safety.

What does the setting need to do to improve?

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

- allow children more time to discover additional ways of solving problems during their self-chosen activities
- broaden opportunities for children to learn about their own and others' culture and traditions reflected in society.

Setting details

Unique reference number	EY346148
Local authority	Enfield
Inspection number	10128451
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	26 March 2015

Information about this early years setting

The childminder registered in 2006. She lives in Edmonton in the London Borough of Enfield. The childminder provides funded early education for two-, three- and four-year-old children. She holds a relevant childcare qualification at level 3. The childminder offers care all year round from 8.30am to 3.30pm, Monday, Tuesday and Friday.

Information about this inspection

Inspector
Olivia Awolola

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 her evaluation of the setting.
- A range of documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications. The childminder discussed her procedures for safeguarding the children.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- A sample of the childminder's records and documents were checked by the inspector, including training certificates.
- Parents were consulted for their views on the childminder's provision and practice.
- The inspector observed the quality of interactions between the childminder and the children she cares for.
- A joint observation of an activity occurred. This was used to determine how well the childminder evaluates her own practice and the impact of her teaching on children's learning and development.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022