

Childminder report

Inspection date: 27 January 2023

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 are happy and settled in the childminder's homely and nurturing environment. They play cooperatively with their friends and show confidence in the setting. Children have strong bonds with the childminder and are well behaved. They learn to show respect for one another. Younger children seek cuddles and comfort from the childminder as needed. The childminder knows children well and plans activities based on their individual interests. Children are absorbed and use their imaginations during their play. For instance, they care for their dolls, helping to dress them and feed them. The childminder extends children's learning further as she encourages them to do the zips and buttons of the dolls' clothes. This helps children to gain confidence in their self-help skills.

Children enjoy their time outside. They visit the local parks, where they challenge themselves to climb, jump and balance. Children benefit from exploring the local community, including playgroups and nearby animal farms. The childminder prepares children for life in modern Britain well. For example, she plans activities around festivals and gives children opportunities to socialise well with other children from different backgrounds. This helps to widen children's experiences and knowledge of the world around them.

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

- The childminder, overall, has developed an ambitious curriculum for the children who attend her setting. She gathers useful information from parents when children start at her setting and closely monitors children's progress. This helps her to swiftly identify potential gaps in children's learning. Children are progressing and are supported well for their future learning and move on to school.
- The childminder skilfully interacts with children as they play to support their speech and communication skills. She introduces new vocabulary and encourages children to pronounce words correctly. The childminder uses a range of questions during children's activities and gives them sufficient time to respond. All children, including those who speak English as an additional language, make good progress in their communication and language skills.
- Children have enjoyable experiences exploring their early literacy skills and mark making. For example, children enjoy using pens to draw pictures for their parents. The childminder extends older children's learning further. She encourages them to hold the pens in pincer grip when forming letters to help develop their early writing skills.
- Children behave well. The childminder is a positive role model and has high expectations of children. She supports them to develop good manners. Children respond well to simple instructions, such as to tidy up the toys and books to

prepare the table for snacks and lunch.

- The childminder plans activities to support children's recognition of colours and shapes. For example, children enjoy completing shape puzzles and threading colourful beads. However, on occasion, the childminder does not fully consider ways to help children to develop their understanding of counting and saying one number for each item in order.
- Children are independent and follow good hygiene practices; they know to wash their hands independently before mealtimes and after using the toilet. The childminder provides children with nutritious meals and teaches them about the importance of healthy eating.
- Parents speak highly of the childminder and comment on how well their children are supported. The childminder provides ideas to help parents to support their child's learning at home. She is clear about how she would support children with special educational need and/or disabilities. The childminder talks about working with other professionals and parents to provide the best possible support.
- Overall, the childminder is reflective and reviews her practice regularly. This helps her to enhance children's overall learning and care outcomes. The childminder uses a variety of professional development opportunities offered by the local authority and online organisations. However, the childminder has not explored more effective ways to include the views of parents in her plans for ongoing improvements. She acknowledges the value of seeking more feedback from parents to help her to enhance her practice further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training to keep her knowledge up to date. She has good knowledge of her role and responsibilities to safeguard children. The childminder has a secure understanding of the signs and symptoms that a child may be at risk. This includes the effects of exposure to extreme views and behaviour. She knows the correct procedures to follow and who to contact if she has any concerns about a child's welfare. The childminder manages risks effectively and supervises children closely to ensure that their physical health is secure.

What does the setting need to do to improve?

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

- strengthen teaching to provide more opportunities to encourage children to count and recognise numerals, to extend their mathematical understanding
- extend the opportunities which parents have to share their views and to contribute more effectively to ongoing improvements in care and education.

Setting details

Unique reference number	EY347093
Local authority	Enfield
Inspection number	10263942
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	0 to 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	17 May 2017

Information about this early years setting

The childminder registered in 2007. She lives in the London Borough of Enfield. The childminder provides care from 7am until 7pm, Monday to Friday, throughout most of the year. She is in receipt of funding to provide early education for children aged three and four years.

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 provider and has taken that into account in her evaluation of the provision.
- The inspector and the 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 and other household members.
- The inspector spoke to parents and took their views into account.

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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