

Childminder report

Inspection date: 17 February 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 settled and happy in the childminder's welcoming home. They settle quickly and have strong bonds with the childminder and her assistant. Younger children approach them for cuddles and comfort when needed. The childminder has high expectations of children's behaviour. Children are well behaved and positively respond to the affection and praise the childminder and her assistant gives them. Children show kindness and learn to share and take turns. Children are safe and secure in the childminder's clean and well-maintained home. The childminder helps younger children learn about good personal hygiene, such as following thorough handwashing routines and eating their healthy meals independently.

Children have access to a wide variety of games and toys that support them to learn through play. For instance, children focus when they complete a challenging activity, such as stacking bricks or playing with battery-operated toys. The childminder makes the most of opportunities. For example, she introduces counting, colours and new words to support children's expanding vocabulary. This helps children make good progress and supports their future learning.

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

- The childminder knows children well and uses her assessments to plan their learning effectively from the start. She follows children's lead and plans activities based on what children like doing. The childminder is clear about what she intends children to learn next, to help them make good progress.
- The childminder and her assistant model good behaviour and use positive and purposeful praise during children's routines and activities. They get down to children's level and explain simple rules, such as helping to tidy up the toys. The childminder and her assistant are gentle and kind in their approach to help children develop an understanding of good manners. They remind younger children to say 'please' and 'thank you' and show respect to others. This supports children to behave well.
- The childminder prepares children for life in modern Britain well. She plans interesting activities to help children learn about different people and communities. The childminder respects and values children's individual needs and cultures. For instance, she speaks to children in English and in their home language. She encourages children to communicate in both languages. Children who speak English as an additional language make good progress in their communication skills from when they first start.
- The childminder has a good range of books. She reads stories to children and encourages them to identify objects and repeat words. However, on occasion, the childminder does not consistently display books within children's easy reach

to support them to develop a love of reading and extend their literacy skills.

- The childminder teaches children mathematics throughout the curriculum. For example, she encourages younger children to count and identify colours as they play. The childminder is constantly encouraging mathematical language. For instance, she introduces concepts such as 'big' and 'small' as young children play with different-sized cars.
- Overall, children develop good physical skills. They are eager to take part in a wide range of activities to help them to develop their hand-to-eye coordination, such as using pens to form shapes and early marks. In the main, children have opportunities for fresh air and exercise, such as walks to local schools and parks. However, younger children do not always receive enough physical play throughout the day to release their energy and practise their gross motor skills.
- The childminder values working with parents. She keeps parents fully informed about their children's progress and well-being. The childminder works closely with parents to support their children's learning at home. Parents speak highly of the childminder and her assistant and comment on how well their children are supported and are progressing.
- The childminder is experienced in childcare. She shows a good commitment to keeping her professional knowledge up to date, to help raise the quality of her provision and children's overall learning experiences. The childminder regularly reflects on the strengths of her setting and evaluates the quality of her assistant's work. She considers the views of parents and children, to help her identify further improvements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure knowledge of safeguarding matters. They keep up to date with safeguarding training and guidance. They can recognise possible signs and symptoms of abuse. This includes the effects of exposure to extreme views and behaviour. The childminder and her assistant know how to make a referral if they have any concerns about a child or if any allegations are made against them. The childminder teaches children about safety in the home and on outings and carries out effective risk assessments to minimise any hazards.

What does the setting need to do to improve?

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

- increase physical play throughout the day for younger children to release their energy and support their physical development
- consider ways to consistently capture children's interest in books to support their literacy skills.

Setting details

Unique reference number	EY364386
Local authority	Enfield
Inspection number	10264949
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 7
Total number of places	6
Number of children on roll	2
Date of previous inspection	30 June 2017

Information about this early years setting

The childminder registered in 2007. She lives in the London Borough of Enfield. The childminder works with an assistant. She provides care throughout most of the year, from 7.30am to 7pm, Monday to Friday.

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 childminder and has taken this into account in her evaluation of the childminder.
- 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 that this was having on children's learning.
- The inspector looked at relevant documentation, including paediatric first-aid certificates and suitability checks for the childminder's assistant and other household members.
- The inspector took the written views of parents 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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