

Childminder report

Inspection date:

22 November 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 are happy and settled in the childminder's welcoming home. They demonstrate strong attachments with the childminder and feel content. The childminder is caring and attentive to children's needs. Children positively respond to the affection and praise that the childminder gives them. For example, they learn to take turns, share and show kindness to one another. All children behave well.

The childminder follows children's lead and designs a broad curriculum based on children's interests and what they need to learn next. She has high expectations of children and encourages them to do things for themselves. For instance, children enjoy drawing Christmas pictures and talk about what they have drawn. They enjoy the challenge as they practise their fine motor skills. Children respond well to the childminder and follow instructions. For example, the childminder encourages children to hold their colouring pens in a pincer grip to help to develop their early writing skills.

Children display positive attitudes towards their learning. They confidently explore the resources and make choices about what they want to play with. For example, children want to build a house using colourful bricks. The childminder extends children's learning by encouraging them to identify the colours and count the bricks they use. Children make good progress from their starting points in learning.

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

- The childminder prioritises children's speech and language skills effectively. She has identified that further focus is needed to encourage younger children to talk and express themselves. As such, the childminder skilfully plans language-rich activities, which she shares with the parents, to fully enhance children's communication skills.
- Children develop a love for reading. For example, children have favourite stories that they eagerly ask the childminder to read to them. The childminder reads in an animated voice to keep children engaged. She asks them questions to help to increase their understanding and extend their communication skills. Children talk excitedly about the things they can see in the pictures. They also enjoy repeating familiar phrases from stories, as the childminder reads to them. Children show high levels of engagement and motivation to learn.
- The childminder plans an ambitious curriculum. She closely tracks and monitors children's progress and uses this information to swiftly identify potential gaps in their learning. The childminder shares this information with parents to help them support and extend their children's learning at home. As such, children are progressing and are supported well for their future learning.

- The childminder provides children with nutritious meals and teaches them about the importance of healthy eating. Children make good progress in their physical development. They have plenty of opportunities to exercise and practise their physical skills. Children enjoy visits to the library and walks within the community.
- The childminder is a good role model. She uses positive and purposeful praise and encouragement during children's routines and activities. The childminder is gentle and kind in her approach to help children to develop an understanding of good manners and behaviour. This helps children to behave well.
- The childminder teaches children throughout the year about a range of cultural and religious events. For instance, they learn about Christmas and Chinese New Year. However, the childminder does not fully develop children's knowledge of the wider world. This includes helping children to learn about the positive benefits of living in a diverse society.
- Parents speak highly of the childminder and comment on how well their children are supported and are progressing. The childminder regularly reflects and evaluates on the strengths and quality of her practice. She has kept all mandatory training up to date. However, she has not extended professional development opportunities to enhance the quality of education further.
- The childminder helps children to develop their self-care skills well. For example, children learn to wash their hands without prompting before eating their meals and after using the toilet. They learn about the importance of good routines and hygiene from an early age.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of child protection procedures. She attends regular training to update her safeguarding knowledge. The childminder knows how to identify the signs of abuse and neglect, including the effects of exposure to extreme views and behaviour. She is confident about the action to take should she have any concerns about children's welfare or if there is an allegation about herself. The childminder carries out rigorous risk assessments in her home and when on outings. She ensures that children learn about risk from an early age, such as crossing the road 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:

- plan a wider range of experiences that help children to develop their understanding of the similarities and differences between themselves and others
- strengthen professional development opportunities to help raise the quality of education to the very highest level.

Setting details

Unique reference number	EY377475
Local authority	Enfield
Inspection number	10235229
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	27 February 2017

Information about this early years setting

The childminder registered in 2008. She lives in Brimsdown, in the London Borough of Enfield. She operates all year round, from 8am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder is in receipt of early education funding for children aged three years.

Information about this inspection

Inspector

Yasmine Hurley

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 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 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 a paediatric first-aid certificate and suitability checks for the childminder.
- 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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