

Childminder report

Inspection date: 7 June 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

The childminder is experienced, dedicated and puts children at the heart of everything she does. Children are happy and confident in the childminder's welcoming home. They build trusting relationships with the childminder and her assistant, and feel very safe and secure in their care. Children are very independent in making choices about their play. They are incredibly polite, play harmoniously together and are well behaved.

In the main, the childminder designs a broad curriculum, which is based on children's current interests and what they need to learn next. For instance, children pretend to make porridge using sand and water in the play kitchen in the garden. The childminder and her assistant extend children's learning further, as they talk to them about healthy eating. Children use their imaginations and are confident talkers. They receive plenty of stimulation and challenging learning experiences, such as investigating plants and insects as they explore the natural environment. This helps children to make good progress in their future learning.

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

- Children enjoy listening to stories and excitedly explain what will happen next in the book. They demonstrate a familiarity with the story being read. The childminder and her assistant extend children's vocabulary by introducing new words through extending sentences. Children develop good speaking skills and make good progress from when they first start.
- The childminder plans interesting activities to help challenge and motivate children to learn. For instance, children enjoy scooping the soil in pots to plant their seeds. The childminder extends their learning further. She encourages children to identify what plants need to grow, and to compare weights and measures when filling up their pots with soil. However, the childminder does not fully consider ways to help older children to develop their understanding of shapes and the value of simple numbers.
- 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 learning to write their name using pens and crayons. The childminder provides children with ample opportunities daily to help them develop their gross motor skills and be physically active. For example, children enjoy balancing, running and climbing in the childminder's garden.
- The childminder and her assistant work hard to develop children's social and personal skills in a safe and nurturing environment. For instance, they take children on regular visits to the park and teach children throughout the year about a range of cultural and religious events. However, the childminder does not consistently plan a wider range of experiences to help children to fully

develop their knowledge of the wider world. This includes helping children to understand similarities and differences between themselves and others.

- The childminder and her assistant are positive role models. They support children to develop good manners and use regular praise to highlight children's good behaviour and achievements. All children understand the clear rules and boundaries the childminder and her assistant teach them, and show respect towards each other.
- The childminder and her assistant support children to develop their own independence and promote their self-care skills effectively. Children manage and attend to their personal care needs well. For example, they wash and dry their own hands before meals and dress for outdoor play. The childminder recognises these are important skills that children need for school.
- The childminder knows the children in her care well. She closely monitors their progress and swiftly identifies potential gaps in their learning. The childminder shares this information with parents and supports them with their children's care and learning at home. Parents write about the childminder's caring attitude and are very positive about the education she provides their children.
- The childminder regularly reflects on her practice and evaluates the quality of her assistant's work. She actively pursues training opportunities to implement new ideas. The childminder overall, effectively looks for strategies to improve the quality of care and education to offer children good learning experiences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant confidently recognise the signs that may suggest a child is at risk of harm. They keep up to date with safeguarding training and guidance and know the procedures to follow should they have any concerns for children's safety and welfare. This includes the effects of exposure to extreme views and behaviour. The childminder has effective induction and recruitment procedures in place for her assistant. She carries out regular risk assessments and daily checks to make sure children play in a safe environment.

What does the setting need to do to improve?

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

- strengthen teaching methods to extend the support for older children's understanding of numbers and shapes more effectively
- plan a wider range of experiences that help children to develop their understanding of similarities and differences between themselves and others.

Setting details

Unique reference number	EY392780
Local authority	Enfield
Inspection number	10285423
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 11
Total number of places	12
Number of children on roll	10
Date of previous inspection	5 October 2017

Information about this early years setting

The childminder registered in 2009. She lives in the London Borough of Enfield. The childminder works with one assistant. She provides care from 8am until 6pm, Monday to Friday, all year round except for bank holidays or family holidays. The childminder has a relevant qualification at level 6. She is in receipt of funding for the provision of free early education for two-, three- and four-year old children.

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 into account in her evaluation of the setting.
- The inspector and 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 the assistant, 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, her assistant and other household members.
- The inspector took account of the written views of parents.

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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