

Childminder report

Inspection date: 15 January 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder is experienced and puts children at the heart of everything she does. She provides a welcoming and safe environment for children and is very attentive to their individual needs. Children develop strong bonds with the childminder and feel happy, settled and content in her care. For instance, younger children approach the childminder for cuddles and reassurance when needed. This helps children to feel safe and secure.

The childminder encourages children's independence to help them build their self-confidence and to prepare them for school. For example, she encourages children to put on their own coats and boots when going outside to play. Younger children are encouraged to use spoons by themselves when eating their healthy meals. The childminder has high expectations for children's behaviour. Children learn to play cooperatively with their friends and learn to share, take turns and display good manners. All children behave well.

Overall, the childminder provides a broad and well-sequenced curriculum and focuses on children's individual needs and interests. For instance, she has identified that children are engaged in their play for long periods of time as they enjoy playing with dough. Children enjoy rolling the dough and use scissors and cutters to make shapes. The childminder extends children's learning as she teaches them to count and identify shapes and colours. Children gain good skills to help them prepare for the next stage in their future 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 to help them increase their vocabulary and become confident talkers. For instance, children enjoy listening to stories they choose and are eager to identify objects and repeat words. The childminder understands the importance of role modelling language throughout the day. For example, she sings familiar songs to younger children to help them further develop their emerging vocabulary. This helps children to become confident communicators from a young age.
- The childminder uses positive and purposeful praise and encouragement during children's routines and activities. She is gentle and kind in her approach to help children to develop an understanding of good behaviour and manners. The childminder knows the children well and provides them with clear messages about good behaviour, such as showing kindness and learning to express their feelings.
- The childminder prepares children for life in modern Britain well. For instance, she plans meaningful and interesting activities to help children learn about different people and communities. She ensures that children's own heritages and

language are valued and celebrated in her setting.

- The childminder closely monitors children's 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. All children, including children with special educational needs and/or disabilities, make good progress in their next steps in learning.
- The childminder supports children's healthy lifestyles and self-care skills effectively. For example, children wash and dry their own hands before meals and follow good hygiene procedures. Children develop good physical skills. They safely and confidently chop their fruit with a knife and relish playing in the outdoor area, where they enjoy exercising.
- The childminder works effectively with parents and other professionals. Parents' written comments are highly positive about the good quality of care and education the childminder provides to their children. The childminder works with parents to support children's transition to school.
- The childminder carefully considers the activities and experiences that she provides children with. She has a range of resources to stimulate children's interests and extend their learning. However, the childminder does not consistently enhance children's creative and exploratory play, such as by providing a wide variety of materials and textures.
- The childminder and her assistants work as an effective team together. The childminder reviews most aspects of her practice regularly. She keeps her mandatory training up to date, such as safeguarding and first aid. However, the childminder has not explored options for further professional development for herself and her assistants to enhance their teaching skills further.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- identify and access relevant opportunities for continuous professional development for yourself and your assistants to further enhance the quality of teaching and education
- provide more consistent opportunities for children to extend their creative development, such as by exploring and experimenting with a variety of materials and textures.

Setting details

Unique reference number	EY397608
Local authority	Enfield
Inspection number	10368498
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	9
Number of children on roll	11
Date of previous inspection	22 March 2019

Information about this early years setting

The childminder registered in 2009. She lives in the London Borough of Enfield. The childminder works with assistants. She provides care from 8am to 6pm, Monday to Friday for most of the year. The childminder has a level 3 relevant childcare qualification. She provides government funded childcare.

Information about this inspection

Inspector

Yasmine Hurley

Inspection activities

- The inspector and childminder completed a learning walk of the setting. They discussed the early years provision and the aims of the curriculum.
- The inspector, childminder and the assistant 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, her assistants 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.

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 2025