

Childminder report

Inspection date: 1 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and thrive in the childminder's and co-childminder's homely and nurturing environment. They settle quickly on arrival and enjoy the warm interactions the childminder and her co-childminder share with them. All children feel confident and content to explore the toys on offer and make choices about what they want to play with. For example, children enjoy using glue and paper to stick on their bird pictures. The childminder extends their learning as she asks them to identify the colours and talks to them about bird habitats. The childminder creates a good foundation for children's future learning and development.

Children behave well. They learn to share, take turns and show respect for one another. Older children are kind and helpful to younger ones, encouraging them to join in their play and handing out the musical instruments during sing-along time. Children form positive relationships with other children, the childminder and her co-childminder and quickly learn to develop good social skills.

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

- The childminder supports children's developing communication and language skills effectively and helps them to make good progress. For example, children enjoy listening to stories and confidently select books of their choice. The childminder reads to children in a way that engages them fully and teaches them new words and vocabulary. Children excitedly sing nursery rhymes and move their bodies to the actions of the songs.
- The childminder plans a child-centred and ambitious curriculum. She knows the children in her care well. The childminder closely monitors children's progress and uses this information to swiftly identify potential gaps in their learning. All children make good progress from when they first start.
- Children love being active outdoors. For example, they learn to move confidently and safely as they play outdoors and have fun while being in the fresh air. Children learn the importance of good routines and hygiene from an early age. They enjoy the healthy home-cooked meals and drink plenty of water to refresh themselves during play. The childminder uses mealtimes and books to discuss the importance of healthy eating and oral hygiene. Children make good progress in their physical development.
- The childminder supports children to manage their independent self-care skills effectively. For example, children dress for outdoor play and are excited to show the childminder that they can do up the zips on their coats. Children manage their personal needs effectively. For instance, they cover their mouth when coughing or sneezing and know how to wipe their noses independently.
- The childminder plans interesting activities to help challenge and motivate children to learn. For example, children enjoy scooping colourful rice in

containers and making colourful bracelets. The childminder extends their learning further. She encourages them to recognise the colours and letters hidden in the rice. However, the childminder does not fully consider ways to help children develop their understanding of shapes and the value of simple numbers.

- Children are confident and learn to behave well. The childminder is a good role model. She uses purposeful praise and encouragement during activities to encourage children to learn and use good manners. The childminder teaches children throughout the year about a range of cultures and religious events. For instance, children recently learned about Chinese New Year, to help them develop knowledge of the wider world and difference.
- Overall, the childminder regularly reflects with her co-childminder and evaluates their practice to enhance children's overall learning and care outcomes. They keep their mandatory training up to date. However, the childminder does not sharply focus on her professional development to help her raise the quality of her teaching to the very highest level.
- Parents speak highly of the childminder and the care their children receive. They comment that they are regularly kept informed about their children's day-to-day activities and progress. The childminder shares information about their children's development, to support parents to extend their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her co-childminder have a secure understanding of the procedures to follow should they have any concerns for children's safety and welfare. They keep up to date with safeguarding training and guidance and have a broad knowledge of possible signs that may indicate a child is in danger. This includes the effects of exposure to extreme views and behaviour. The childminder teaches children about safety in the home and on outings. She carries out effective risk assessments to minimise hazards.

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 children's understanding of numbers and shapes more effectively
- review opportunities for professional development to help raise the quality of education to the highest level.

Setting details

Unique reference number	EY434220
Local authority	Enfield
Inspection number	10263951
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	6
Number of children on roll	7
Date of previous inspection	17 May 2017

Information about this early years setting

The childminder registered in 2011. She works in the London Borough of Enfield. The childminder works with her mother, who is also a registered childminder. She operates all year round, from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder is in receipt of funding to provide early education for children aged three 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 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 written 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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