

Childminder report

Inspection date: 12 October 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 develop warm and caring relationships with the childminder and demonstrate that they feel secure and safe in her care. For example, they happily engage with her during their play and are confident to ask her for resources. Children are very well behaved. They benefit from the childminder's kind and caring interactions and the way that she clearly explains her expectations. Children imitate the positive interactions that the childminder models as they play. They are kind, share and use good manners.

The childminder wants all children to achieve as much as they can from her provision. Children eagerly participate in the wide range of activities on offer. They cheerfully explore the different sounds they can create using percussion instruments and accompany songs with great energy and enthusiasm. Children demonstrate a keen interest in books and literacy. They know how to handle books carefully as they 'read' independently. They listen well when the childminder reads to them and are keen to share their questions and comments about stories. Children enjoy spending time outdoors in the fresh air. They are energetic and engage in a good variety of activities to help develop their large-muscle movements.

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

- The childminder provides a broad curriculum which supports all areas of children's learning. There is a strong focus on children's speech and language development. For example, the childminder talks, reads and sings with children throughout the day. Consequently, children become confident talkers and have good communication skills in relation to their age and stage of development.
- The childminder gets to know the children well and uses their interests and experiences as the starting point for activities. This helps them to build on what they know and can do. For example, the childminder uses children's enjoyment of sand play, to help develop their understanding of size and measurements.
- Children show curiosity about the world and other people. For instance, they enjoy looking at non-fiction books, to find out about the lives of others. They remember what they have learned and express their ideas creatively. For example, children are fascinated as they look at a book about the Queen. They then re-create Windsor Castle using play dough.
- Children learn to follow good hygiene routines and develop an awareness of their physical needs. For example, they remember to ask for the potty and wash their hands afterwards. However, the childminder's support for children's independence is sometimes inconsistent and she will complete tasks which they can manage by themselves.
- Children demonstrate positive attitudes to their learning. They concentrate for

long periods of time on activities they enjoy, such as painting. Children are eager to explore new experiences. For instance, they focus intently as they decorate a pumpkin for Halloween and are extremely curious to find out what is inside.

- The childminder provides lots of opportunities for children to develop their physical skills. For example, she involves them in the preparation of their meals, teaching them to butter bread and slice bananas. However, at times, the childminder intervenes too quickly when activities are challenging, rather than encouraging children to persevere.
- The childminder promotes healthy lifestyles for children well. She provides them with healthy diets and talks to them about the benefits of good nutrition. The childminder teaches children about good oral hygiene and ensures that they get lots of exercise and outdoor play.
- The childminder regularly reflects on her practice, to help her make effective changes. For example, she has broadened the ways that she teaches children about emotions. Consequently, children are learning to express and moderate how they feel. The childminder is proactive in seeking advice and training, to keep her knowledge and skills up to date.
- The childminder develops very positive partnerships with parents, which supports a shared approach to children's care and learning. Parents give very positive feedback about the childminder's provision. They appreciate how effectively she shares information and promotes healthy lifestyles. Parents describe how their children have 'blossomed' in the childminder's care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her safeguarding responsibilities. She knows the procedures to follow, should she have any concerns about children's welfare or if there is an allegation made against her. The childminder is vigilant about the signs that may indicate a child is at risk of harm. She completes regular training to keep her knowledge up to date. The childminder is aware of issues that may compromise children's welfare, such as the effects of radicalisation and domestic abuse. She supervises children well and regularly assesses safety in her home to remove or reduce any risks.

What does the setting need to do to improve?

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

- provide more consistent support for children to become independent with their self-care skills
- give children more time and encouragement to persevere with tasks and begin to solve problems independently.

Setting details

Unique reference number	EY441873
Local authority	Enfield
Inspection number	10235660
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	4
Number of children on roll	5
Date of previous inspection	28 November 2016

Information about this early years setting

The childminder registered in 2012. She lives in Bush Hill Park in the London Borough of Enfield. The childminder operates her provision Monday to Thursday from 8am to 6pm, throughout most of the year.

Information about this inspection

Inspector

Sarah Crawford

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 childminder and has taken this into account in her evaluation of the setting.
- The childminder showed the inspector the areas she uses for childminding. They discussed the early years curriculum and how the childminder organises her provision.
- The inspector observed the quality of education and evaluated the impact on children's learning.
- The childminder ensured that her documents were available for the inspector to view.
- The inspector took account of parents' written feedback, she also observed and spoke to children, to find out about their experiences with the childminder.

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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