

Childminder report

Inspection date: 20 September 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

Children arrive at this welcoming setting with excitement and a keen interest in learning, displaying good behaviour throughout their time here. Children have developed a strong bond with the childminder, the co-childminder, and the assistant. The adults take time to get to know children and their families and develop individual care plans to support children's settling in. This contributes significantly to their sense of safety and security.

The childminder implements an ambitious curriculum that caters to all children in their care. When children start, the childminder gathers detailed information and uses this to plan the next steps in children's learning and to keep track of how children are developing. The childminder demonstrates a deep understanding of the children and supports their interests. The setting is colourful, interesting and child focused. For instance, children experiment with their sense of taste and smell, as they cut grapefruits, oranges, and melons and smell peppermint, coffee and garlic. Children are imaginative and use this knowledge, during role-play activities. They pretend to be shopkeepers, write shopping lists, count pretend money, and use play credit cards to pay for the foods they wish to buy.

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

- Children's next steps in their learning journey are prioritised and constantly encouraged during play. For example, the childminder counts alongside the children regularly throughout the day, encouraging mathematical progression. The younger children focus on colour recognition and enjoy calling out the colours of the various fruits they cut during an activity.
- The childminder provides a varied curriculum for the children based on their interests. She recognises when children may need extra help. The adults carefully sequence learning, and revisit learning regularly, so that children build on what they already know and can do. Children make good progress in their learning.
- Children are encouraged to become confident and skilful communicators. Children enjoy playing with natural resources, such as cotton balls, green coloured straw, cones, leaves and melted chocolate, as they retell the story 'We're Going on a Bear Hunt', while exploring the various textures with their hands. The childminder encourages children to listen to the story and repeat the words they hear. Children crunch the leaves, squish the chocolate mud, and roll the cotton balls in their fingers, as they learn new words and extend their vocabulary.
- The childminder encourages children to become independent and care for their play spaces. She encourages them to put toys away before going to wash their hands for snack or lunch. She encourages young children to complete tasks on

their own, such as putting on and taking off their own shoes, and learning to use the toilet, in readiness for school.

- The childminder provides a wide range of opportunities for children to learn how to use different tools. For instance, children develop good fine motor skills in handling safety knives during an activity to practise cutting various fruits. However, when children use these tools, adults do not fully reinforce children's understanding of how to use them and why these need to be used safely and appropriately.
- The childminder, her co-childminder and the assistant are committed to undertaking training to update their existing skills and knowledge. They all attend safeguarding training to help keep children safe and support picky eaters. The childminder uses her increased knowledge of different teaching methods within her play. For instance, she is implementing different ways for children to learn through exploration with their senses.
- The childminder makes sure that she and her co-childminder and assistant encourage children to share with others well. They praise children frequently and explain what it is that children have done well or achieved in ways that support their learning even further.
- There are strong partnerships with parents. The childminder uses parents' feedback and self-reflection to help her evaluate the effectiveness of her service and practice. Parental questionnaires comment positively about the childminder's practice. They comment that their children are always happy and describe it as a 'home-from-home'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant and co-childminder have a secure knowledge and understanding of how to keep children safe from harm. They are aware of the potential signs and symptoms of abuse and of the correct procedures for reporting concerns about the welfare of children. The childminder understands what to do if an allegation is made about her co-childminder or assistant or any member of her household. The childminder conducts robust risk assessments of her home and ensures that children only have access to resources that are suitable for their age and stage of development.

What does the setting need to do to improve?

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

- support children to understand why they need to use tools and equipment safely in their play.

Setting details

Unique reference number	EY452574
Local authority	Enfield
Inspection number	10308387
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	12
Number of children on roll	11
Date of previous inspection	21 March 2018

Information about this early years setting

The childminder registered in 2013. She lives in the London Borough of Enfield. The childminder works with a co-childminder and one assistant. She offers full- and part-time care from Monday to Thursday from 7am to 6.30pm, throughout most of the year. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anahita Aderianwalla

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 that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector spoke to the co-childminder, the assistant, and children to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and childminder conducted a joint observation to evaluate the quality of teaching.
- The childminder had a discussion with the inspector and provided her with a sample of key documentation on request.

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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