

Childminder report

Inspection date: 13 March 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 develop strong bonds with this experienced childminder. They are nurtured to become confident learners and receive praise for their achievements and good behaviour. Children have plenty of opportunity for outdoor learning. The well-equipped garden provides slides and climbing apparatus for children to develop their physical skills. Children enjoy making sandcastles as they scoop sand into buckets and use different moulds to make shapes. They learn how vegetables grow as they plant potatoes and radishes in growing pots.

Children develop an understanding of the diverse world they live in. They learn about different festivals and cultures, through books and posters in the setting. The childminder recognises that children benefit from a range of social interactions. She plans outings in the community, such as playgroups and story time at the local library. This helps children to become confident in social situations.

Children learn how to keep themselves healthy and develop their independence. They brush their teeth every morning to encourage good oral health. The childminder works closely with children to help them with potty training. Children learn how to put on their shoes and coats and can feed themselves independently. This helps them to be prepared for the next stage of their education.

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

- The childminder offers a wide range of appealing and age-appropriate activities. She has a clear understanding of how children learn. She uses regular assessment and observation of the children to help her plan a curriculum that supports their learning and development. Children show positive attitudes to learning as they eagerly explore their environment. They concentrate well and become deeply engaged in their play.
- The childminder works closely with parents. She gets to know families well when they first start, offering a robust settling-in process. The childminder ensures that parents are kept informed about their children's learning and development with daily photos and handovers. Next steps are shared so parents can continue their children's learning at home. Parents are complimentary in their written feedback, stating that their children make good progress. They appreciate the healthy and safe environment that is provided for the children.
- Children are highly motivated to learn. The childminder supports children to access the wide range of resources available to them. They become deeply engaged in activities. For example, they play with coloured dough. Children 'squish' and 'squeeze' it in their hands to mix the colours. They use tools to roll out the dough and press cutters into it to make shapes. However, sometimes the childminder does not make the most of opportunities that arise to fully

extend and challenge children's learning.

- The childminder provides a wealth of resources to promote children's understanding of mathematical concepts. Children use counting bears and sort them into labelled bags to help them understand the concept of numbers. They look at the numerals on an analogue clock in the garden to see when it is lunchtime. The childminder incorporates mathematical language as she plays alongside children. They talk about the 'big' and 'small' shapes they have made with play dough.
- Children express themselves well at the setting. The childminder provides a narrative as she plays alongside them. For example, children talk about cutting the wooden cake puzzle into pieces and putting candles on them. This helps children to build on their language as they discuss what they are doing. However, the childminder does not always provide opportunities for children to join in with songs and rhymes to develop their communication skills further.
- The childminder has a positive attitude towards her professional development. She has undertaken a wide range of training courses, which supports her to continuously improve her teaching and keep her knowledge up to date. The childminder regularly reviews her setting with parent views and feedback to ensure that families receive the best service and children have good outcomes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures she keeps her safeguarding knowledge up to date. She shows a good awareness of the signs and symptoms of potential abuse or neglect. There are effective reporting procedures in place should the childminder need to report a concern about the welfare of a child to the relevant agencies. The childminder carries out daily risk assessments of the setting to help to keep children safe. She uses stair gates to ensure children do not access the stairs unsupervised. Children are familiar with fire drill procedures. They talk confidently about what to do when they hear the alarm.

What does the setting need to do to improve?

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

- enhance opportunities to further extend children's learning during spontaneous play experiences
- provide more opportunities for children to join in with songs and rhymes to further support their good communication skills.

Setting details

Unique reference number	160059
Local authority	Enfield
Inspection number	10276508
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 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	19 July 2017

Information about this early years setting

The childminder registered in 2001 and lives in the London Borough of Enfield. She operates each weekday, from 7am to 7.30pm, throughout most of the year. The childminder holds an appropriate early years qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emily Woodhead

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 her and has taken that into account in their evaluation of the setting.
- The childminder joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors. She discussed children's progress with the childminder.
- The childminder and inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of the childminder's suitability, training record and safeguarding documents.
- The inspector took account of written feedback provided by 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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