

Childminder report

Inspection date: 28 April 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive at this warm and inviting childminder's home excited to begin the day of play and learning. The childminder and assistants are attentive to children's individual needs and listen to them, making them feel safe and secure. Children have lots of opportunities to be curious and explore new experiences. For example, children are learning about the world around them, and explore flags and the countries they belong to on a globe. Their learning is extended further by learning new key words from the country where the flag is from. For example, they learn to say 'hello' in Polish, repeating the word 'witam'.

Children enjoy stories and nursery rhymes and listen with intent. They learn nursery rhymes with puppets to support their understanding. For example, they sing 'Twinkle, Twinkle' and 'Sleeping Bunnies', where they hop with excitement along with their friends. Children enjoy creative activities. For example, babies explore paints and textures with their hands, making handprints. Older children develop their fine motor skills using a paintbrush and creating flags of their choice.

Children are given lots of choices during the day to build their confidence. Children learn to share and take turns, learning to negotiate how to play fairly. This builds their resilience.

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

- The childminder gathers lots of information about a child when they first start. The settling-in process is not completed until the child and parent feel confident that the child is ready. The childminder provides activities based around the child's interest and engagement. Regular observations and discussions with parents identify possible gaps to support children fully.
- The childminder is skilful in promoting children's confidence to be ready to learn. For example, she uses her environment to encourage children to vocalise their feelings using labels and books to express themselves. Children are encouraged to ask questions and be curious. This is the starting point in readiness to learn.
- The childminder provides a rich variety of learning experiences for children. Overall, activities provide challenge and curiosity. For example, children learn about how to keep their teeth healthy with a large mouth model to support understanding. The childminder introduces new words, such as 'incisors' and 'molars' and reminds the children to wash their tongue as part of good hygiene practice.
- Children further their knowledge about healthy lifestyles and how it affects their bodies. For example, they learn that healthy food supports good oral health. The childminder provides healthy snacks, where older children build their independence skills and learn to cut fruit for their friends. Lunches are well

balanced to fuel children's bodies. Children's dietary needs are considered and well managed.

- Children engage well with the childminder and assistants during their learning experiences. They show a positive attitude to learning. For example, older children build a large wall made from wooden blocks. One child exclaims, 'this is a massive wall'. A younger child arrives and falls against the blocks knocking it down. The older children show resilience and problem solve. They rebuild their blocks against the side wall to stop this happening again.
- The childminder has high expectations for her setting. She ensures that her assistants attend training to build knowledge and improve practice. Supervision meetings ensure that areas of development are discussed and concerns are followed up where necessary.
- The childminder provides a rich environment to promote diversity and inclusion. For example, children have lots of opportunities to learn about their community through regular trips and celebrations of festivals. Recently the children have been learning about Eid celebrations. This helps children to learn respect for others and understand what makes them unique.
- Occasionally, not all staff promote children's language during play experiences. For example, during a painting activity, staff do not make best of strategies, such as introducing further words, to help children to build on their vocabulary.
- Children learn about numbers and shapes. However, there is not consistent teaching of mathematical language, to extend children's skills even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants understand their roles and responsibilities to safeguard children. The childminder can recognise the signs of abuse and, where necessary, she knows where to make the necessary referrals along with her assistants. For example, they know when to make a referral to the local safeguarding team to protect children from harm. Risk assessments are carried out to protect children from potential accidents. The environment follows good hygiene practice which reduces the risk of infection. The childminder and assistants understand what to do if a child makes a disclosure and have knowledge of extremist views and female genital mutilation.

What does the setting need to do to improve?

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

- be more consistent in how the curriculum for language and communication is delivered by all staff
- reinforce the use of mathematical language, so that children develop the necessary building blocks to excel in early mathematics.

Setting details

Unique reference number	2626642
Local authority	Enfield
Inspection number	10281108
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and is located in Enfield Lock in the Borough of Enfield. The childminder operates Monday to Friday, all year round, except for Christmas and bank holidays. The childminder offers funding for two-, three- and four-year-old children. Opening hours are 8am until 6.30pm. In addition, the childminder is registered to offer overnight care.

Information about this inspection

Inspector

Jacqueline Halpin

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 setting.
- The childminder and inspector carried out a learning walk and discussed the curriculum provided.
- The childminder spoke with the parents and childminding assistants and took their views into account.
- The inspector observed interactions between the childminder, assistants and children.
- The inspector sampled documentation including insurance, paediatric first aid and training certificates.

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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