

Childminder report

Inspection date: 18 March 2024

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 show they feel valued, safe and happy. The childminder and her assistants are caring and sensitive when interacting with children in their care. The childminder gathers detailed information from parents at the start. This helps to settle children quickly and make them feel emotionally secure. The childminder promotes children's good behaviour consistently. For instance, she and her assistants help them find ways to share toys that other children also want to play with. In this way, children learn to become kind and considerate.

The childminder, along with her assistants, provides effective support to all children, including those with special educational needs and/or disabilities (SEND). She provides regular opportunities for children to develop children's physical skills in preparation for future writing. For instance, children strengthen their pincer grip by picking up small parts to decorate their play dough creations. They strengthen their hand muscles as they squeeze play dough and learn to use cutters and rolling pins as they mould dough figures. Children love their time in the garden. For instance, children preserve and show high levels of physical dexterity, while walking across balancing stones, with increasing control.

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

- The childminder creates a curriculum that is ambitious and responds successfully to children's individual learning needs. She uses assessment effectively to identify potential gaps in children's learning and knows how to access support for children who may require it. The childminder works in partnership with parents, sharing information regularly to inform activities and children's next steps in learning.
- Children behave well. The childminder and her assistants are good role models. They teach children techniques to help them as they begin to regulate their emotions. For example, children blow while using breathing techniques to restore calm.
- Children have ample opportunities to manage their self-care skills. They benefit from the childminder's nurturing approach as she explains step by step how to put on their coats and do up the zips. Children delight in doing things for themselves, such as putting on their own shoes and tidying up their toys together and taking pride in how well they do.
- Overall, children have lots of opportunities to develop their communication skills, including those who speak English as an additional language. For instance, the childminder and her assistants use words in children's home language to help them articulate their needs and desires. They model speech continuously, providing commentary and repeating spoken words to strengthen pronunciation. Children learn to be effective communicators. However, on occasions, the

assistants ask questions in quick succession and do not always give children the time to think and respond, to express their own ideas and thoughts.

- Children have regular opportunities to develop their understanding of mathematical concepts. For example, the childminder and assistants count the number of cars and sing songs to reinforce number order. Children explore heavy, light, empty and full, as they fill buckets of sand and make sandcastles in the garden. This helps provide children with a secure foundation that will support their future learning.
- The childminder and her assistants work harmoniously as a strong team. The childminder offers coaching and regular training opportunities for assistants to develop their knowledge and skills. They know children well and constantly reflect on their practice to provide children with a high quality of care and education. They give quality attention to all children and exchange relevant information between themselves regarding their care and learning. This promotes children's progress in most areas of development.
- The childminder provides some opportunities for children to learn about the wider world. For instance, she plans for children to celebrate different cultural events throughout the year. Additionally, she takes children on annual visits to the farm or seaside. However, regular opportunities for children to learn more about the local area and different people living in the community are limited. This does not fully enhance their knowledge about people's roles, religions and cultures in the local community.
- Parents compliment the care and education their children receive. They report that the regular updates about their children's day are very helpful, particularly to meet their children's self-care needs at home, such as toileting. Parents comment on the nutritious and balanced home-cooked meals the childminder provides. They are particularly impressed with the variety and new tastes children experience.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen interactions with children to give them time to process and respond to questions.
- extend opportunities to broaden children's knowledge of the local community and wider world.

Setting details

Unique reference number	EY394573
Local authority	Enfield
Inspection number	10316946
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	16
Number of children on roll	12
Date of previous inspection	17 May 2018

Information about this early years setting

The childminder registered in 2009. She lives in the London Borough of Enfield. The childminder works with six assistants who attend various days in the week. She offers care each weekday, from 7.30am to 6pm, throughout most of the year. The childminder holds a childcare qualification at level 3. She provides funded early education for children aged two, three and four years.

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector spoke to with the childminder, and the assistants and children during appropriate times during the inspection.
- 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 carried out a joint observation of a group activity with the childminder.
- Parents shared their written views of the childminder's provision with the inspector.
- The childminder and inspector had a long discussion and the inspector sampled 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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