

# Childminder report

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Inspection date:

31 October 2022

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## What is it like to attend this early years setting?

### The provision requires improvement

Children show they feel happy and secure in the childminder's welcoming and homely environment. They form warm relationships with the friendly childminder and seek out comfort and reassurance when they are tired or upset. Children settle quickly, and the childminder supports them to manage their emotions and feelings well. Overall, children's behaviour is good. They respond positively to the childminder's kind and gentle manner. The childminder encourages children to be independent and helps them to understand what is expected of them. For example, children know to wash their hands before sitting at the table to eat their meals.

On occasion, the childminder does not challenge children adequately. This means that, at times, children do not benefit from well-planned learning opportunities based on their stages of development. For example, the childminder asks children to identify and complete complicated shapes and puzzles. Children do not progress well in their learning during activities such as these, as they are not stage- and age-appropriate. During such activities, children find it hard to focus and are not fully engaged.

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

- Children have easy and safe access to available resources within the childminder's home. They independently choose toys available and enjoy the warm interactions with the childminder. For example, the childminder counts the wooden bricks and asks the children to count with her to help with their mathematical development. Children laugh when they see the stacked up wooden bricks fall down.
- Children are beginning to learn about healthy lifestyles. For example, the childminder talks to children about healthy food, such as fruit and healthy snacks. The childminder plans some opportunities for children to develop their physical skills. For example, she takes children on outings to the park, helping them to develop their gross motor skills with activities such as running, jumping and climbing. Children enjoy pressing buttons on musical toys to help with their fine motor skills.
- The childminder talks to children and models language in a way that encourages them to repeat and learn new words. She speaks clearly and uses repetition of language to help children to say words correctly. The childminder reads stories and sings songs to children throughout the day to help support their language acquisition.
- The childminder is a positive role model. She sets out clear rules and expectations for behaviour. For example, she encourages children to use good manners, such as 'please' and 'thank you'. The childminder praises children frequently for their good efforts and gives them lots of cuddles and praise. This

contributes well to the way in which children behave and prepares them for their future life.

- The childminder works in partnership with parents, offering flexibility to meet their needs to care for their children. She regularly updates them on their child's routines and activities, sharing a progress summary for children between the age of two and three years. However, she does not provide a clear account of children's strengths and any areas where they require additional support in their learning. This does not help parents to have clear information about their child's development and ways to help support their learning at home.
- The childminder undertakes mandatory training, such as safeguarding and first aid. However, the childminder does not reflect well enough on her own practice or consider her own professional development. She does not plan a sufficiently broad curriculum for children that is based on what children already know and can do, helping them to make the best possible progress in all areas of learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children from harm. She carries out effective risk assessments to keep children safe and secure. The childminder keeps up to date with current safeguarding guidance and knows the signs that may indicate a child is at risk of harm. She recognises the possible signs that a child may be at risk of exposure to extreme views and behaviour. The childminder understands the correct procedures to follow if she has concerns about a child's well-being or if there is an allegation against herself or other household members.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
further develop the curriculum to ensure it clearly identifies what it is that children need to learn and how this supports their individual needs, offers appropriate challenge and reflects their interests, to help all children make the best possible progress	01/12/2022

ensure the two-year progress check includes a clear summary of the child's strengths and any areas where they require additional support in their learning, and provide parents with clear information about their child's development and ways to help support their learning at home	01/12/2022
improve professional knowledge of child development and enhance teaching skills to better support each child's learning needs.	01/12/2022

## Setting details

<b>Unique reference number</b>	EY221259
<b>Local authority</b>	Enfield
<b>Inspection number</b>	10234640
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	9 December 2016

## Information about this early years setting

The childminder registered in 2002. She lives in Edmonton, in the London Borough of Enfield. She operates all year round, from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Yasmine Hurley

### Inspection activities

- This was the first routine inspection the provider has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provision.
- The inspector and the childminder completed a learning walk of the setting where they discussed the early years provision and the aims of the curriculum. The inspector and childminder jointly observed children and evaluated an activity together.
- The inspector observed the childminder as she delivered activities and interacted with children, to evaluate the quality of the education.
- The inspector looked at relevant documentation, including paediatric first-aid certificates and suitability checks for the childminder and other household members.
- The childminder showed the inspector the premises and discussed how she ensures it is safe and suitable.

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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