

# Childminder report

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Inspection date: 8 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 are happy and comfortable in the childminder's care. They move around freely and are supported by the childminder. Children feel secure and safe. They have access to a wide range of resources, which they independently access with ease. The childminder has pets, which children help to look after. For example, they feed the pets and learn about their differences and habitats. This helps children to learn how to care for living things. Hygiene practices are good. Children are encouraged to wash their hands at regular intervals and have access to antibacterial gel, if needed. For example, after handling the pets, the childminder talks to children about why it is important to then wash their hands.

The childminder supports children to have access to a range of learning opportunities throughout the day. For example, she takes children on daily walks to local playgroups and has an outdoor space for children to use. The childminder learns about children's individual needs and caters for them. For example, when young children feel tired, she sets up a calm, quiet space for them to rest. The childminder makes sure that she finds out about new babies' home routines to ensure a smooth settling-in process. The childminder engages in children's play while sitting with them, and supports them to learn. For instance, when children play with some colourful keys, the childminder questions children around colours, sharing and mathematical concepts.

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

- The childminder engages in meaningful conversations throughout the day with children. She adjusts how she speaks to different age groups of children. For example, when talking about the weather outside, her conversations are more challenging for older children, such as talking about what they might wear. Whereas, when speaking to babies, she speaks about the rain falling down.
- Parents give positive feedback about the childminder and her care for their children. The childminder shares photos of children during their time with her and gives parents verbal feedback about their children's day. However, the childminder does not consistently communicate with parents around their children's development and how they can further support their children at home.
- The childminder is kind, caring and thoughtful. Her home is clean and tidy and children are settled with her. The childminder knows children very well and is able to adapt to cater for their individual needs. This allows her to notice any gaps in children's development. All children progress well.
- The childminder ensures that children have access to a wide range of resources throughout the day. Children feel confident in choosing their own activities and the childminder encourages them to initiate their own play. For example, during a circle time, children initiate their own play and the childminder follows the

children's lead. This allows children to develop their independence and thinking skills. However, during planned activities, the childminder does not plan specifically to meet individual children's specific stages of development, which does not further progress children's development in learning.

- The childminder encourages children to be independent from a young age. For example, children use the bathroom to wash their hands and put their coats on independently.
- Children happily approach the childminder when needed, for example, if they need the bathroom or some reassurance. The childminder offers hugs and cuddles with positive words and praise to all children. The childminder's positive praise helps to keep children motivated and assured.
- Children are encouraged to build on their physical development through a range of activities. For example, they go into the garden for more active play, such as football. This allows children to build their understanding of staying healthy and keeping fit.
- The childminder ensures that children have plenty of opportunities to explore their community and build on their social skills. She ensures that children have trips to daily activities, such as music and movement or arts and crafts. The childminder also liaises with other local childminders to give children opportunities to socialise with other children. This gives the childminder a chance to share information and talk through early years practices.
- The childminder seeks to improve her setting. She attends training provided by the local council and looks for training online to ensure that her practice is kept up to date. For example, the childminder ensures that her safeguarding knowledge is relevant.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder shows a good understanding of the signs and symptoms of abuse and harm. She knows the procedures to follow if she has any concerns about the welfare of a child. The childminder has a good knowledge of female genital mutilation and the potential signs and symptoms. She keeps her knowledge of safeguarding up to date through training with the local council. The childminder continuously monitors her environment to ensure the safety of the children in her care. She knows how to respond and report any concerns about other adults. The childminder ensures that her first-aid training is kept up to date.

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

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

- provide parents with more information about how they can support and extend their child's learning at home

- refine the planning of activities to extend children's individual next steps in learning.

## Setting details

<b>Unique reference number</b>	EY258065
<b>Local authority</b>	Enfield
<b>Inspection number</b>	10263534
<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>	0 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	4 May 2017

## Information about this early years setting

The childminder registered in 2003 and lives in the London Borough of Enfield. She offers care throughout most of the year, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She is in receipt of funding for the provision of free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Tania Poulton

## 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 around the premises and discussed how she ensures that it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector 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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