

Childminder report

Inspection date: 29 August 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and settled with the childminder, who has a warm and caring relationship with them. The childminder has a clear focus on what children need to learn next, for example their early speaking and listening skills. She asks questions and talks about the things that children are playing with and the household objects they are looking at. The childminder counts with children throughout the day to introduce them to early numbers. Children make progress in their learning because the childminder plans activities to support their interests and stages of development.

Children's behaviour is good. From a young age, the childminder teaches children to use good manners. This helps children use them naturally as they become more verbal. The childminder supports children to persevere if they find something tricky. For example, when using a shape-posting toy, she allows time for children to try to post the shape independently. When children find this difficult, the childminder points to the correct hole and encourages them to take time to post the shape successfully. She repeats the name of the shape as they do, and she cheers and claps with them when they achieve their challenge.

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

- Since the previous inspection, the childminder has attended additional training and worked with the local authority. She plans and delivers a curriculum to support all children's learning, including those children with special educational needs and/or disabilities (SEND), to ensure that they make continued progress. The childminder demonstrates an understanding of the checks that need to be carried out at different stages of a child's early education.
- The childminder plans activities to support children's fine motor control. For example, she supports children to use crayons and make dots and squiggles to practise putting different pressure on crayons. Children use cause-and-effect toys, which encourage their movements of pushing and wiggling.
- The childminder takes children on regular walks within the local area to the library, shops and parks. Children enjoy the opportunity to meet different people and notice things in the world around them. Children's physical skills are supported in the childminder's home. For instance, she arranges the furniture to support children's early walking skills. However, the childminder does not consider how to use the outside space to enhance children's physical development and well-being further.
- Children access a range of books, which help them to develop an early love of reading and being read to. They enjoy choosing books, which they take and sit at a table so they can flick through to decide if it is the one they want to read. The childminder moves over so they can look at the book together, pointing to

the pictures and talking about what they can see on each page.

- The childminder helps children to settle when it is time to have a sleep. She asks if they would like milk, and they walk together to get their bottle. The childminder supports children to hold their milk bottle as they drink it before laying in the cot. She sings songs and pats them gently to help them to fall asleep. She supports children's behaviour by being calm and positive throughout the day.
- Young children are encouraged to use their voices. They babble as they look out of the window, and the childminder repeats back the sounds they say. Children join in when the childminder sings, and she responds to the words they say by including these as part of her song. This supports children to begin developing early conversation skills as they feel that part of the two-way flow of sounds.
- The childminder works closely with parents before children start, to ensure that she has a good understanding of their starting points and areas for development. Parents feel that their children make progress because of the childminder. They report that children communicate more with them at home and their physical development is improving.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her safeguarding responsibilities. She describes the signs that may indicate a child is at risk of harm and the process to report a concern about a child's welfare. The childminder attends regular safeguarding training, which covers a range of safeguarding areas, such as the 'Prevent' duty. She understands the importance of internet safety and shares information with parents to help them understand the risks and how to keep their children safe online at home. The childminder has completed first-aid training and carries out regular risk assessments to ensure that the environment is safe for children.

What does the setting need to do to improve?

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

- provide more opportunities to develop the physical skills of children who prefer to learn outdoors, to further support their physical development and well-being.

Setting details

Unique reference number	EY221259
Local authority	Enfield
Inspection number	10265435
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	31 October 2022

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

Kathryn Irvine

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the childminder organises their early years setting, including the aims and rationale for the curriculum.
- The inspector spoke to the childminder about how she supports children with SEND.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on children's learning.
- Parents shared their views of the childminder 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023