

Childminder report

Inspection date:

10 February 2025

Overall effectiveness

Requires improvement

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

Met

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and settled in the care of the childminder. The childminder is warm and caring, and children form close bonds with her. She encourages children to be independent. They enjoy making choices and exploring their environment using the toys and resources provided. The childminder supports children to be polite and well mannered as she interacts with them, reminding them to say please and thank you. Children behave well. They enjoy a range of activities, including with bubbles, puzzles, cause and effect toys, stories and rhymes.

Although children occupy themselves with the resources available, any learning is too incidental. The childminder does not plan well enough for children's learning. That said, children do acquire some basic skills. Children develop their language and imagination as they role play with pots, offering the childminder 'dinner'. The childminder encourages children to look at books and identify the objects they see in pictures and introduces counting and number recognition within the pictures. She promotes children's understanding of colour and shapes as they play with shape sorters. Children develop their fine motor and problem-solving skills as they complete puzzles.

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

- The childminder does not implement a broad and ambitious curriculum for children. Not enough consideration is given to what she wants children to learn, and when. Children do not benefit from consistently interesting and exciting experiences that are carefully planned to enhance their learning.
- Children demonstrate emerging communication and language skills. Younger children are using some key words and eagerly repeat new words to extend their vocabulary. The childminder encourages them to join in singing rhymes and songs. Children are supported to use signs and gesture to develop their communication skills. The childminder repeats and models new words to extend children's vocabulary. For instance, children eagerly repeat new words such as bubble and pop as they play with bubbles.
- The childminder knows children well. She has some understanding of their interests and what they already know. Children play freely and contentedly with the childminder and make choices from the toys accessible to them. However, the childminder does not use the information gained from her observations and assessments of children's learning to focus her teaching on what children need to learn next. As a result, although children make some progress, they do not make the progress of which they are capable.
- The childminder fosters a love of books with children. She ensures there is a selection of books for children to choose from. Children eagerly sit with the childminder as she reads stories to them. She introduces counting and numbers

and introduces mathematical language around size and colour into her interactions with children. This helps to build the foundations for children's future learning.

- The childminder keenly joins children in their play. Her interactions with children are always kind, caring and very positive. She supports children's self-esteem as she praises them for their achievements. This supports children's confidence and resilience.
- The childminder develops positive relationships with parents. She spends time talking to parents and getting to know children's care needs and stage of development before they attend. This helps to ease the transition from home to the childminder's care. Information is shared with parents about their child's progress and care.
- The childminder has accessed some mandatory training. However, her systems for self-evaluation to identify areas of weakness in practice are not effective. She does not identify and address improvements quickly enough to raise the quality of teaching to a consistently high standard to ensure all children make good progress.

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:

- consider how the planned curriculum consistently builds on what children already know and can do
- use observation and assessment information more effectively to plan activities and teaching focused on what children need to learn next
- strengthen the process of self-evaluation to ensure weaknesses in practice are identified and targeted professional development is accessed to help raise the quality of teaching.

Setting details

Unique reference number	EY222496
Local authority	Enfield
Inspection number	10368026
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 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	6 March 2019

Information about this early years setting

The childminder registered in 2002 and lives in Edmonton. She operates her provision all year round, Monday to Friday from 9am to 6pm, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- The childminder led the inspector on a learning walk and told the inspector about what they want children to learn.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector observed the quality of the interactions between the childminder and children and assessed the impact on children's learning.
- The inspector held discussions with the childminder and reviewed a sample of key documentation.
- The inspector spoke with parents and considered their feedback.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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