

Childminder report

Inspection date:

24 November 2022

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

Not Met (with actions)

What is it like to attend this early years setting?

The provision requires improvement

Children are settled and happy in the nurturing environment provided by the childminder. They benefit from the childminder's caring and sensitive responses when they need support to feel confident and secure. Children enjoy one-to-one attention from the childminder. They participate in regular outdoor trips, to the local park, a community children's centre and play sessions, for example.

Children do not always benefit from well-planned learning opportunities based on their age and stage of development. The childminder does not always make best use of her knowledge of children to provide more challenge and extend their learning. For example, children are provided with a lot of free play, but with fewer opportunities to enjoy more focused activities.

Children are generally secure in their surroundings. Overall, they are beginning to develop a positive attitude to learning and are interested in some of the learning opportunities available to them. For example, very young children enjoy sensory books, building blocks and interactive toys.

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

- The childminder has some understanding of what children can do, but does not always act on this to achieve the best outcomes for them. Younger children are not always provided with activities that encourage learning in the prime areas of development. For example, during free play on the mat, the childminder does not always take opportunities to interact and communicate clearly, face-to-face, with young children. Children are unaware they are being spoken to and the words become meaningless.
- The quality of teaching to support children's learning and development is variable. The childminder finds out about their experiences and interests and plans some opportunities to broaden learning based on these. For example, very young children enjoy using chubby pens, and the childminder presents these, but then quickly moves on to a puzzle. This limits children's ability to explore resources independently and become fully involved in their play.
- The childminder has worked hard to address the actions raised at her last inspection and has made positive changes to ensure the children's safety. She identifies further training which will help to improve her practice. For example, she wants to access a course to help her with organising her educational programmes to meet children's individual needs. She has sought advice from the local authority and is keen to attend training to help strengthen her knowledge, skills and understanding.
- The childminder builds strong parent partnerships. She feeds back verbally to parents about what their children have been doing, at the end of each day.

Parents speak highly of the childminder's warmth and strong communication. This supports children to transition between home and the childminder.

- Children receive praise and encouragement from the childminder. For instance, very young children clap, wave and play pat-a-cake. The childminder is responsive and attentive to children and acknowledges their achievements.
- Children begin to learn about simple health care routines. The childminder explains why they must wash their hands and use a tissue to wipe their noses. She further promotes their health through a safe and hygienic nappy-changing procedure that helps to minimise or stop the spread of infection.
- The childminder supports younger children's developing mobility by providing push-along toys. The children thoroughly enjoy using these and grow in confidence. However, sometimes the space available for children to move in and their independent access to a range of play equipment is not thoroughly considered and organised by the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder assesses the risks in her environment carefully to ensure that any broken toys are removed and any risks to children are minimised. She explains how she ensures that children remain safe on outings, including by taking emergency contact details and a first-aid kit. The childminder knows the possible signs she may see if a child is at risk of harm, including if they are exposed to extreme views. The childminder explains the procedure she would follow if an allegation was made against herself or another household member. She understands the local safeguarding partnership's reporting procedures.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
plan age-appropriate learning opportunities based on what children know and need to know next, particularly in the prime areas	16/12/2022
improve the organisation and opportunities for children to lead their own play by providing consistent support so they can be fully independent when choosing their own resources	16/12/2022

improve the implementation of the curriculum so that it challenges children's curiosity, extends their thinking and helps them persevere at tasks.	16/12/2022
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Setting details

Unique reference number	EY339871
Local authority	Enfield
Inspection number	10238933
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	0 to 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	28 January 2022

Information about this early years setting

The childminder registered in 2006. She lives in the London borough of Enfield. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Julia Crowley

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.

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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