

# Childminder report

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Inspection date: 18 August 2022

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| 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 |
|----------------------------------------------|------|

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

### The provision is good

Children are happy and secure within the childminder's home. The childminder greets the children and speaks to the parents when they arrive. Children settle well and are eager to play with the resources provided. The childminder and her assistant work well with parents and provide regular updates on the children's learning and development.

Children have warm and secure relationships with the childminder, her assistant and the other children in the setting. Children behave well. Both the childminder and assistant role model positive behaviour and use praise to emphasise good behaviour and manners. For example, she says 'thank you for holding the door open.'

The childminder and assistant know the children well; they understand their interests and what the children can already do. This information is used to plan enjoyable and stimulating activities that help children make good progress in their learning and development. For instance, a child developed an interest in the solar system, which was further developed through activities and books.

Children enjoy playing in the garden where they develop hand-to-eye coordination as they use differently sized brushes to make marks onto the white board.

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

- The childminder has good relationships with the parents. She values their thoughts and views regarding their children's learning and development. Monthly meetings take place with parents to speak about the learning taking place. Parents are encouraged to further support children's interests at home. Children are encouraged to take a book home regularly to share with parents.
- The childminder knows the children's individual needs and interests very well. She plans and monitors children's learning and development effectively. However, children's vocabulary could be further extended to support their communication and language skills. For instance, during some adult-led activities, opportunities to provide descriptive words to further develop children's vocabulary could be enhanced.
- Children enjoy playing in the garden. The childminder observes children as they play and identifies what they can do. However, some children do not engage fully in the adult-led activities provided. This is something the childminder plans to review to further support children's progress.
- The childminder and assistant talk to the children affectionately and role model positive behaviour. For instance, children take turns using the brushes at the mark-making activity and say 'please' and 'thank you' when offered snacks at

the snack table.

- Children have close, nurturing attachments with the childminder and assistant and enjoy their company. The childminder and assistant have a good understanding of children's individual care needs. They know when children are thirsty, tired or when they require to use the toilet.
- The childminder encourages children to follow good hygiene practice and to be independent in their self care. For instance, at snack time they know the handwashing routine well and follow this before sitting down to eat their healthy snacks. Children also learn about oral health and are supported in brushing their teeth after snack.
- British values are promoted within the setting and children learn about the diverse world they live in. Children are encouraged to help each other, share, follow rules, make their own choices and respect each other. The use of books and the celebration of festivals are used to teach children about different cultures.
- The childminder links with local schools so that children feel confident when having to move to another setting, and support is in place if needed. She works with agencies and local schools to provide consistent activities and strategies to support children's additional needs.
- The childminder works closely with the local authority and accesses online training to ensure her knowledge and understanding is up to date. This information is shared with her assistant and discussed to ensure full understanding. For instance, the assistant has a good understanding of the learning children can gain from the mark-making activity.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant both demonstrate through discussion that they have a good understanding of their responsibilities in order to meet the safeguarding and welfare requirements. Written policies and information are in place to support the childminder's practice and the welfare of the children in her care. The childminder and her assistant have recently undergone safeguarding training to ensure they are able to identify the signs and symptoms that could indicate that a child may be at risk of harm or abuse.

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

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

- strengthen knowledge so that opportunities to encourage children's rich use of language are implemented
- enhance teaching to enable children of different ages and abilities to focus, concentrate and stay fully involved in a variety of contexts.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY397207                                                                          |
| <b>Local authority</b>                             | Enfield                                                                           |
| <b>Inspection number</b>                           | 10235337                                                                          |
| <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> | 1 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 4                                                                                 |
| <b>Date of previous inspection</b>                 | 11 October 2016                                                                   |

## Information about this early years setting

The childminder registered in 2009. She lives in the London Borough of Enfield. The childminder works with an assistant. She provides flexible hours, from 8:00am to 6pm, every weekday, throughout most of the year. The childminder receives funding to provide free early years education for children aged two, three and four years. The childminder holds a relevant childcare qualification at level 2.

## Information about this inspection

### Inspector

Tracey Warden

## 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 inspector held discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector observed an activity and evaluated this with the childminder.
- The inspector observed the childminder's interactions and activities with the children.
- The inspector engaged with the childminder and children when appropriate during the inspection.
- 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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