

Childminder report

Inspection date	24 June 2019
Previous inspection date	29 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder assesses children's progress accurately. She plans activities that interest children and enable them to take the next steps in their development. She regularly checks the progress of the children and identifies any gaps in learning promptly. Children make good progress in their learning from their starting points.
- Children develop close bonds with the childminder and her assistant. Children behave well. The childminder adopts a positive approach to managing behaviour to help foster children's self-esteem.
- The childminder promotes children's mathematical skills particularly well. For example, she plans activities that help older children to practise solving problems. Children predict and count the number of scoops they will need to fill up their bucket with sand, to make their sandcastles. Children are motivated and eager to learn.
- The childminder reflects well on the quality of her practice and considers the views of others. She implements ideas provided by the assistant, the children and parents to help improve her practice.
- The childminder does not make the most of her strong partnerships with parents to gather and use information about children's learning and achievements at home to inform her assessments.
- The childminder has not fully considered ways of raising children's awareness of similarities and differences, for example, with regard to different families, communities and traditions.

What the setting needs to do to improve further

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

- consider ways to use information from parents about children's learning and achievements at home to enhance ongoing assessment and to support children to make even more rapid progress
- extend support for children to learn about families, cultures and traditions beyond their own experience.

Inspection activities

- The inspector observed activities while children played in the indoor play area. She discussed teaching methods with the childminder.
- The inspector looked at evidence of the childminder's and her assistant's training and checked evidence of the suitability of adults living in the household.
- The inspector looked at a selection of children's assessment records and planning, policies and procedures and a range of other documentation.
- The inspector spoke to the childminder, her assistant and children at appropriate times throughout the inspection.

Inspector

Anahita Aderianwalla

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant are aware of the signs of abuse and neglect, and their duty to prevent children being drawn into situations that put them at risk. The childminder and the assistant know the local referral procedures to follow if they are concerned about a child. The childminder has good arrangements to ensure she and the assistant have an up-to-date knowledge of the policies and procedures, and are improving their practice. For example, recently they have looked at ways to support children to learn more about healthy lifestyles, and begun growing more fresh vegetables to use in children's meals.

Quality of teaching, learning and assessment is good

The childminder observes and assesses children and provides activities that support them in reaching the next steps in their learning. She encourages children to manage simple tasks. For example, children put on their own shoes and set up activities by themselves. The childminder supports children's physical development effectively. She provides a variety of activities that challenge children to develop their good handling skills during daily tasks and in everyday play. Adult interaction is very good. For example, the childminder and assistant talk to the children about the important elements to help their beans grow, such as 'water, sun and soil'. The childminder takes this opportunity to extend children's vocabulary, as she asks them to describe and compare the colours and sizes of the various beans they are growing. This supports children to develop good skills in communication and language and mathematical development.

Personal development, behaviour and welfare are good

Children readily engage in conversation with the childminder and her assistant. Relationships are very good. A gradual settling-in procedure that is agreed with parents in accordance with their child's needs helps children to feel emotionally secure. Children learn about the importance of living a healthy lifestyle. The childminder encourages children to wash their hands after playing outside and before eating. This helps to support good hygiene practices. Children practise their physical skills, such as when carefully pushing prams in the garden. Children are supported and supervised well as they learn to manoeuvre and successfully negotiate the outdoor space, weaving in and out of equipment as they push dolls around in prams. They use their good imaginations and pretend they are taking their 'babies out to the park'.

Outcomes for children are good

Children develop good skills in readiness for the move on to school. Older children's interest in books is effectively fostered as they help themselves from the wide selection available. They enjoy listening to their favourite stories and confidently retell the story to the childminder. Children develop good self-care skills appropriate to their age and stage of development. For example, older children competently put on their own coats before going out in the garden to play. Children are independent and display a positive attitude to learning.

Setting details

Unique reference number	EY101461
Local authority	Enfield
Inspection number	10062867
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 3
Total number of places	6
Number of children on roll	1
Date of previous inspection	29 April 2016

The childminder registered in 2002. She lives in Edmonton, within the London Borough of Enfield. The childminder offers care Monday to Friday from 8am to 6pm, throughout the year, apart from some family holidays and bank holidays. The childminder works with her husband, who is an assistant.

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