

Childminder Report

Inspection date

9 December 2015

Previous inspection date

17 May 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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

- Children settle very well and enjoy their time at the childminder's home. They form good relationships with the childminder and her assistant. The childminder and her assistant are attentive and responsive to children's interests and individual needs.
- The childminder and her assistant reflect on the children's learning well. They share their knowledge and skills, to enrich learning experiences for children.
- Teaching is good. The childminder measures children's progress across each of the areas of learning.
- The well-established, two-way exchange of information between the childminder and parents promotes consistency for children. The childminder gives parents ideas about ways to support their child's learning at home.
- Children enter a secure environment where safety has been addressed. The childminder and her assistant support children as they become aware of their own safety, both indoors and when outside.
- The childminder has regular contact with other childminders. This enables her to discuss best practice and maintain an up-to-date awareness of new developments and practice. The childminder is part of a local network and uses information gathered from this to enhance and improve her provision.

It is not yet outstanding because:

- The childminder does not always make the best use of opportunities to promote children's curiosity, such as when she talks to children about changes in the environment and why some things occur.
- The childminder does not consistently give children enough time to think in order to extend their vocabulary and practise new words.

What the setting needs to do to improve further

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

- extend opportunities for children to learn about similarities and differences between environments and to talk about how things change, to promote their investigative skills
- give children time to think in order to respond appropriately to extend their vocabulary and practise new words.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector evaluated the range of activities offered with the childminder.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector looked at children's records and a range of other documentation, including policies and risk assessments.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of the childminder, her assistants, and other adults living in the home.

Inspector

Alex Brouder

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Both the childminder and her assistant have a clear understanding of how to keep children safe from harm. Up-to-date training has been completed and policies updated to reflect changing legislation. Regular risk assessments help to ensure the environment is safe for children to explore. The childminder and her assistant attend regular training. The childminder monitors this to ensure that what they learn is used to develop and adapt the service offered to best support children and their families. The childminder regularly evaluates her practice and values the contributions of parents and her assistant as part of this process.

Quality of teaching, learning and assessment is good

The childminder plans a variety of activities that are based firmly on children's individual needs and interests. She makes frequent and accurate observations of children's learning and uses these to keep track of their developmental milestones and achievements. Children use their senses well as they touch and feel a variety of textures. They laugh as they splodge shaving foam on the childminder's and visitor's nose and face. They roll dough and begin to use cutters to make shapes. The childminder comments on the shapes made, introducing them to mathematical language. Overall, the childminder promotes children's speaking and listening skills well. Children are beginning to use their language as they play and to express their wants and needs. The childminder provides an exciting environment for the children which draws them into their play. Children confidently choose what to play with and are motivated in their learning. For instance, they independently access the dressing-up items and press buttons on machines to make music.

Personal development, behaviour and welfare are good

Children are happy and settled in their play. The childminder and her assistant are warm and nurturing, and help children to develop a positive sense of well-being. Children are welcomed into a warm and friendly home where their personal development and well-being are fostered effectively. Children play and learn happily and develop the social skills needed for their move on to school. The childminder promotes children's health well. Children have a genuine love of the outdoors and use this space well to run, slide and jump. They recognise when they need a tissue and offer the childminder a tissue when her hands are dirty. Children's confidence and self-esteem are supported well. They play happily and behave well. They begin to show care and concern for others. For example, when the childminder pretends to cry, the child soothes and strokes her.

Outcomes for children are good

Children are happy, confident and settled. They become independent and develop their self-help skills. All children, including those who speak English as an additional language, make good progress from their starting points. Children develop early literacy and mathematical skills needed for their future learning.

Setting details

Unique reference number	EY250450
Local authority	Enfield
Inspection number	1024451
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 2
Total number of places	18
Number of children on roll	2
Name of provider	
Date of previous inspection	17 May 2012
Telephone number	

The childminder was registered in 2003 and lives in Edmonton, in the London Borough of Enfield. She operates all year round from 8am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder supports children who speak English as an additional language. The childminder is registered to work with two assistants. Her daughter works with her on a regular basis, while her husband provides occasional assistance.

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