

Childminder report

Inspection date: 22 May 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder provides a warm and inviting environment where children instantly feel safe and secure. They confidently contribute to conversations and share their ideas and thoughts. The childminder knows children's individual needs well. She invests time with parents to keep up to date with changes in children's development or new experiences they may have. The childminder builds on what children already know and their interests. Children are enthusiastic learners who eagerly apply themselves to activities and tasks. For example, children play outside with the large play zebra crossing, correctly identifying what way is left and right.

The childminder encourages the children to value each other. Older children make sure that very young children take part in activities by taking turns and sharing. The childminder provides the words for children to begin to understand how they feel and manage their feelings. She is a positive role model who speaks to the children respectfully, providing time and space, in order that they can think and respond with ideas and answers.

The childminder provides an environment full of rich communication and language. Children confidently use a wide range of vocabulary that is reinforced by the childminder's interesting and enthusiastic responses throughout the day.

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

- The childminder makes sure that she is up to date with relevant training. She is involved in several local childcare groups. Children benefit socially through a wide range of opportunities to meet, have fun and learn with other children. The childminder ensures that children have a wide range of experiences, which include outings to parks, farms and other children's events. Children recall with delight a short journey by train and the different people and sights that they have seen and heard.
- The childminder works hard at ensuring that children are motivated and have a thirst to learn. Children make consistent progress from their starting points. She understands how children develop and learn and focuses on where children need to learn next.
- The childminder makes good use of additional funding that she receives to enhance her resources and the activities that she provides. Older children are well prepared for school. For example, they can vocalise what they want and manage tasks such as dressing themselves. However, on occasions, opportunities for older children to take the lead in activities and decision-making is not always fully supported.
- The childminder provides well-planned activities that are threaded through several of the children's different learning experiences. For example, children

listen intently to the childminder as she reads 'The Very Hungry Caterpillar' book. They understand the lifecycle of the caterpillar through time spent at the minibeast table, numerous creative activities, such as making individual bumble bees, and exploring the garden for snails and slugs. The childminder introduces new words to increase their vocabulary and understanding.

- The childminder provides healthy food and drinks at mealtimes and snack times. Children understand the benefits of drinking water and why it is important. The childminder encourages the children to make healthy choices and consider how to look after their teeth. Older children talk about healthy foods, such as vegetables and fruits. They understand about fresh foods and how they grow. The childminder provides an outdoor space for growing, which includes the children's garden tools. Children learn how to nurture and take responsibility through simple tasks, such as checking the outdoor toys for rain and recycling food scraps after snack time.
- Parents are very positive about the childminder. The childminder encourages parents to take an active role in contributing to their child's experience with her. The parents and the childminder share ideas about what the child is currently interested in so that they can both support the child. The childminder keeps parents up to date during the day and at the end of the week, with photos and messages. Parents talk about the progress their children have made with the childminder and her positive impact on the children's learning.

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:

- extend further older children's learning through providing more opportunities to make decisions and lead activities.

Setting details

Unique reference number	EY253467
Local authority	Enfield
Inspection number	10346974
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 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	14 August 2018

Information about this early years setting

The childminder registered in 2003. She lives in the London Borough of Enfield. She operates throughout most of the year, from 7.30am to 6pm, Monday to Friday, and offers full-time and part-time care.

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 the early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- 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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