

Childminder report

Inspection date: 7 March 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 creates a warm and welcoming environment for children. She provides them with easy access to a variety of resources and equipment that they freely explore. Children feel safe and secure in her care, and they know that they can rely on her for emotional support. For instance, children often seek comfort in her cuddles to express their affection. The childminder carefully observes, assesses and plans an exciting curriculum that matches children's abilities and interests. For example, she helps older children develop their mathematical skills, for example using simple fraction vocabulary such as 'halves' and 'quarters' while cutting up their fruit snacks. Children also enjoy looking at words, recognise their name and explore mark making. They enjoy playing together and display good behaviours. The childminder encourages them to be kind and to share toys and resources.

Children are motivated to learn and participate enthusiastically. For instance, while playing with dough, they create patterns with glass pebbles and twigs, and the childminder teaches them about columns and rows. She is also consistent in promoting children's listening and communication skills. For example, she reads stories to them using props and sign language, which is particularly helpful for children with special educational needs and/or disabilities (SEND). Story sessions help children become familiar with characters, story sequences and themes. Children develop the skills they need in preparation for their move to school.

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

- The childminder provides high-quality teaching and ensures that there are good outcomes for the children in her care. She consistently observes and evaluates the abilities of each child and uses this information to plan exciting activities that target children's next steps in learning. The childminder has a secure understanding of how to support children's ongoing learning and development. For example, she teaches children to learn how to safely and properly use scissors. They put their skills to the test by cutting lengths of play dough, which captivates them.
- The childminder is highly effective in promoting children's understanding of behavioural expectations. She uses consistent praise and sign language and closely monitors situations where intervention may be necessary to help children manage their emotions. Her settling-in arrangements are also effective. She takes the time to gather a wealth of information about the children prior to their start date. This helps children to settle in more easily and develop trusting relationships with her.
- Children enjoy having meals together. They enjoy freshly cooked nutritious meals and healthy fruit snacks. However, the childminder occasionally misses these opportunities to teach children about healthy eating habits and which

foods are not good for their health. Nevertheless, the childminder encourages young children to become independent by completing tasks on their own. Older children are confident in using a knife and fork to feed themselves, and younger children are beginning to put on their own coat and shoes.

- Children have a great time playing in the garden and improve their physical abilities. They learn to balance while walking on low-level beams and role play selecting fruits and vegetables from a market stall. Children also have regular trips in the local community to learn about the world around them. For instance, they visit themed gardens, local parks and boating reservoirs. These experiences help children learn to manage simple risks, such as safe movement around roads and waterways.
- In general, the childminder develops effective partnerships with parents. Parents appreciate the valuable suggestions that the childminder provides to help them support their child's development at home. Additionally, parents provide positive feedback about the good progress that their children have made since joining the childminder's setting. However, at times, the childminder does not fully support a consistent two-way flow of communication with parents to develop secure and stronger partnerships.
- The childminder is extremely motivated to continue her professional development and conducts research and training to benefit all children. The childminder also collaborates well with other professionals, including other childminders and local schools, which provides continuity of care. All children, including those with SEND, make consistently good levels of progress in their 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:

- increase children's understanding of how a healthy diet contributes towards their good health
- strengthen relationships with parents to fully support a two-way flow of communication with them and consistently strong partnerships.

Setting details

Unique reference number	EY330171
Local authority	Enfield
Inspection number	10312113
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	2 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	20 April 2018

Information about this early years setting

The childminder registered in 2006. She lives in the London Borough of Enfield. She offers full- and part-time care each weekday, from 7am to 6.15pm, throughout most of the year. The childminder holds a childcare qualification at level 3. The childminder provides funded early education for children aged two and four years old.

Information about this inspection

Inspector

Rubina Nijabat

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 childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.

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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