

Childminder report

Inspection date: 27 January 2020

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

The provision is good

The childminder creates a safe home-from-home environment for children to learn in. She offers a large choice of stimulating, easily accessible resources which support the development of children's needs and interests. Children independently choose what they would like to play with and concentrate on their chosen activities. They have regular access to a large garden where they develop their physical skills. Children have fun with the childminder, who skilfully joins them in their play. She assesses their progress and extends their learning well, overall, as they pursue their own interests. Children are motivated to join in with activities, showing good levels of concentration. For example, young children sit and look at a number of books with the childminder in the cosy book tent for a long period.

The childminder provides a curriculum that is rich in language and encourages communication. Children enjoy meaningful conversations with the childminder, which she uses to model language and introduce new vocabulary. Children boldly share their thoughts and ideas and confidently ask questions. They receive lots of praise and encouragement for using their good language skills.

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

- The childminder implements highly effective settling-in procedures. Strong positive attachments between children and the childminder are formed. Children are confident and emotionally secure.
- Children are curious learners. They like to ask questions and seek new information. For instance a young child asked the childminder why they need to wash their hands. They listened carefully as she explained about germs and how they could make them sick.
- The childminder regularly assesses children's progress and uses this information to close any possible gaps in the children's learning. She also uses her observations of children and information from parents to plan an exciting curriculum based on their learning needs and interests.
- Children develop a love for books as they share their favourite stories with the childminder. They also visit the library for story sessions and take out books to read back at the setting.
- Children are enthusiastic about developing their self-help skills through daily routines. For example, children tidy up after they have finished playing, find their own nappy at changing time and they learn how to put on their own coat and shoes.
- The childminder has good relationships with families. She works closely with them to keep them informed about their children's progress. Parents are complimentary about the care that their children receive and the development that their children are making.

- Children are encouraged to learn about the world around them. They enjoy regular visits to local community groups where they meet with other childminders and their children. Together they visit local parks, soft play and playgroups.
- The childminder regularly evaluates her setting and includes the views and suggestions of children and parents. She makes any changes needed to raise the outcomes for children.
- The childminder accesses training and researches and shares ideas with a wider childminding group to help her to raise the opportunities she provides for children.
- Children have a variety of mathematical resources to play with in their learning environment. However, occasionally, the childminder misses opportunities to introduce mathematical language and concepts into children's play and daily routines.
- The childminder has high expectations of children's behaviour and their behaviour is good. However, the childminder does not consistently support children to manage their own feelings and behaviour.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her responsibility to protect children in her care. She has a secure understanding of how to identify the possible signs and symptoms of abuse and neglect and how to report any concerns that she may have about a child. In addition, the childminder regularly updates her safeguarding knowledge through training and she is confident in identifying a child or family who may be at risk from radicalisation or grooming. The childminder regularly assesses any risks in the areas of the setting used by children, and she reviews her evacuation and lock-down procedure periodically. She has a good understanding of the possible dangers that the internet can pose for children and has strict guidelines for their use of the internet.

What does the setting need to do to improve?

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

- strengthen strategies to consistently support children to manage their own feelings and behaviour
- provide more opportunities to promote children's early mathematical development during their play and daily routines.

Setting details

Unique reference number	EY379365
Local authority	Enfield
Inspection number	10062873
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	11 July 2016

Information about this early years setting

The childminder registered in 2008. She lives in the London Borough of Enfield. The childminder works each weekday from 8am to 6pm and operates her service throughout most of the year.

Information about this inspection

Inspector
Keiley Pedro

Inspection activities

- The inspector and the childminder held a discussion to understand how the early years provision and curriculum are organised.
- The inspector looked at the rooms in the house used for childminding, the outside area and the resources used by children.
- The inspector observed children as they were engaged in a variety of activities and assessed the impact that these had on children's learning.
- The inspector spoke to children and the childminder at appropriate times throughout the day.
- The inspector looked at relevant documentation and evidence of the suitability of people living in the household.
- The inspector took account of the views of parents from questionnaires.

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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