

Childminder report

Inspection date: 13 February 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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder provides a warm, welcoming and homely environment. She is sensitive to children's individual needs and puts children at the heart of everything she does. Children respond positively to the childminder, who has a very calm and gentle approach which helps children to settle quickly and feel secure. Children behave well and routinely use good manners. They are kind and respectful to one another, as demonstrated when they shared and took turns. The childminder gets to know children well and shows determination to help them to succeed in all that they do. For example, children selected construction pieces and concentrated for long periods as they connected them together to create a robot dog. They excitedly showed off their creation and were eager to explain how they had fitted the pieces together. The childminder offered them plenty of praise and encouragement, which encourages children to be confident of their own abilities. Children develop good listening skills and show positive attitudes to learning. They enjoy the activities that the childminder plans to motivate and challenge them to learn.

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

- Children make good and sustained progress in relation to their individual starting points and develop good skills to support their future learning. The childminder works closely with parents and uses relevant information from them to assess what their children know, can do and need to learn next. This helps her to check children's individual progress and helps to close gaps in their learning. She shares children's assessments with parents to support their children's learning at home. Parents are very complimentary about the childminder and value the learning and care their children receive.
- The childminder provides children with exciting resources to support their emotional and creative development. For instance, children enjoy imaginary play as they bathe and care for the dolls. The childminder extends their learning well as she explains the importance of sharing, caring and showing kindness to others.
- Children have free access to a good range of books and delight in listening to stories. The childminder reads to children in a way that engages them and encourages younger children to say and repeat new words. However, the childminder does not provide enough opportunities to encourage older children to discuss the stories. This does not encourage them to contribute their own ideas and help them to develop their language skills.
- The childminder supports children's health well and uses opportunities during play and routines to promote positive messages about healthy lifestyles. She encourages children to make healthy food choices and to develop independence with their personal care and hygiene routines. Children benefit from regular fresh air and daily physical exercise.

- The childminder has high expectations of children's behaviour. She discusses her expectations in a calm and reassuring way and helps children to understand how others feel. For example, younger children select and share books with the childminder and learn about their own feelings and the feelings of others. They listen to stories and confidently point to pictures of happy and sad faces. Children benefit from regular trips and outings and have good opportunities to socialise and learn about differences between themselves and others.
- The childminder supports older children well in readiness for school. She helps them to develop their mathematical skills effectively. For example, older children learn to count and calculate, recognise shapes and learn about measurements. However, the childminder misses some opportunities to extend older children's writing skills and to help them to put meaning to their writing.
- The childminder evaluates her practice well and is strongly committed to keeping her professional knowledge up to date to raise the quality of her provision. For example, she recently completed online training to support and extend three- and four-year-old children's overall learning experiences. The childminder considers feedback from parents and children when evaluating her setting to plan for further improvements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of the procedures to follow should she have concerns for children's safety and welfare. She keeps up to date with current safeguarding guidance, including wider safeguarding concerns. The childminder implements effective procedures to help protect children from harm. She thoroughly risk assesses her home and teaches children how to keep themselves safe.

What does the setting need to do to improve?

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

- increase opportunities for older children to strengthen their writing skills and learn how to put meaning into their writing
- provide older children with more opportunities to join in with stories to help them to develop their language skills further.

Setting details

Unique reference number	EY388164
Local authority	Enfield
Inspection number	10104547
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	14 May 2015

Information about this early years setting

The childminder registered in 2009. She lives in the London Borough of Enfield. She offers full- and part-time care each weekday from 8am to 6pm, throughout most of the year. The childminder is in receipt of funding for free early years education for children aged three and four years.

Information about this inspection

Inspector

Yasmine Hurley

Inspection activities

- The inspector completed a learning walk with the childminder and considered the impact of teaching and different activities on children's learning.
- The inspector and childminder jointly observed children and evaluated an activity together.
- The inspector looked at the premises used for childminding and sampled relevant documentation, including children's records.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection. She also reviewed parents' feedback by sampling written documents.

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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