

Childminder report

Inspection date: 20 March 2023

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

Children are happy and settled in the childminder's homely and welcoming setting. They learn familiar routines and benefit from the calm, kind and reassuring way that the childminder interacts with them. Children have strong bonds with the childminder and behave well. They play cooperatively with their friends and show confidence in the setting. Children learn to share, take turns and display good manners. Younger children seek cuddles and comfort from the childminder as needed. They take pride in carrying out tasks for themselves. For instance, children confidently explore the resources on offer and make choices about what they want to play with.

Younger children focus for long periods and are deeply engaged in their play. They are creative and eager to take part in a wide range of activities to help them to develop their hand-to-eye coordination. For instance, children take time to carefully scoop the oats to fill their containers. The childminder extends children's learning further as she asks them to find the different objects hidden in the tray with the oats. She introduces new words and asks children to count and identify colours and shapes during their play. Children are focused and motivated to learn. They make good progress in their development from when they first start to attend.

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

- The childminder designs a broad curriculum which is based on children's current interests and what they need to learn next. She monitors children's progress and quickly identifies any potential gaps in their development. This has a positive impact on children and helps them to learn and thrive.
- Children confidently select books of their choice and enjoy listening to stories. Younger children cuddle up to the childminder and point to objects the childminder asks them to find. The childminder reads to children in a way that engages them fully and teaches them new words. Children develop good speaking and listening skills. For instance, they excitedly sing nursery rhymes and move their bodies to the actions of the songs.
- The childminder is a good role model. She uses positive and purposeful praise and encouragement during children's routines and activities. The childminder is gentle and kind in her approach, to help children to develop an understanding of good behaviour and manners. She gently guides younger children by saying 'good sharing' and 'kind hands'. This helps children to behave well.
- Children develop good physical skills. The childminder plans many activities to help children to strengthen their muscles as they play. For instance, children love being active outdoors. They learn to balance, climb and run and have fun while being in the fresh air.
- Children are confident and independent from a young age. For instance, younger

children learn to feed themselves at mealtimes and put their shoes and coats on when going outside to play. They respond to simple instructions, such as helping to tidy up the toys. All children manage their self-help skills effectively.

- The childminder prepares children for life in modern Britain well. For example, she plans activities around festivals throughout the year and regularly takes children to playgroups and soft-play areas. This gives children opportunities to socialise well with other children from different backgrounds and learn about difference.
- The childminder has strong partnerships with parents. She regularly reports on children's progress and supports parents with their children's care and learning at home. For example, the childminder shares advice about children's routines and healthy eating. Parents' comments are very positive about the education that the childminder provides to their children.
- Overall, the childminder regularly reflects and evaluates her practice to enhance children's learning and care outcomes. She keeps her mandatory training up to date and uses feedback from parents to evaluate her provision. However, the childminder is aware that she has not identified training to support her professional development needs, to help to enhance her practice further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure and clear understanding of child protection issues and the correct procedures to follow in the event of a concern about a child's welfare. She keeps up to date with safeguarding training and guidance and has a good knowledge of the possible signs of abuse. This includes the effects of exposure to extreme views and behaviour. The childminder carries out effective risk assessments to minimise potential hazards. She helps children to manage risks effectively. For example, the childminder reminds children to keep themselves safe when playing outdoors.

What does the setting need to do to improve?

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

- identify professional development opportunities more accurately to strengthen skills and knowledge.

Setting details

Unique reference number	EY404940
Local authority	Enfield
Inspection number	10280195
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	21 September 2017

Information about this early years setting

The childminder registered in 2010 and lives in Winchmore Hill, in the London Borough of Enfield. She operates from 8am to 5.30pm, Monday to Thursday, for most of the year.

Information about this inspection

Inspector

Yasmine Hurley

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 her evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they remain safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector took account of parents' written views.

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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