

Childminder report

Inspection date: 6 February 2025

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 arrive happy and greet the childminder. They quickly remove their coats and put on slippers, ready to engage with interesting activities. Children demonstrate they feel safe and secure as they settle quickly in this warm and nurturing environment. They build very strong and loving bonds with the childminder, who is passionate about the children she cares for. Children show positive attitude towards learning as they confidently explore the wide range of activities that the childminder offers, and they become absorbed in their play. The childminder provides children with clear boundaries. She has a calm approach and is patient with children.

The childminder has a deep understanding of each child and plans exciting activities tailored to their needs. She has a clear curriculum in place and knows what she wants the children to learn and the skills they need to gain in readiness for the next stage in their learning. As a result, children make good progress in their development. For example, she arranges regular outings, which promotes children's social skills and an understanding of the world around them. The childminder offers comfort and reassurance to children as they build confidence to interact and play with others of a similar age in the community. This helps children's preparation for their move on to school.

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

- The childminder provides children with lots of opportunities to develop their hand muscles and hand-eye coordination in readiness for early writing skills. For example, children show curiosity in using tongs, having a go at picking up plastic fruits of different colours and transferring them to different sections of a tray.
- The childminder is an excellent role model to children and this contributes to their good behaviour. Children play cooperatively and demonstrate that they have learned to share and take turns. They even remind each other to be careful when jumping, showing care and concern towards their peers. The childminder responds quickly when children need simple reminders of behaviour expectations. She warmly praises and encourages children when they complete tricky tasks. This promotes children's engagement and motivation in their play and learning.
- The childminder encourages children to manage their self-care needs independently. She helps children follow good hygiene routines, such as washing their hands before they eat and after using the toilet. However, the childminder does not provide consistent opportunities for children to practise new skills and develop further self-care skills through the daily routines.
- The childminder reflects on her practice. She regularly completes training and research and shares ideas with other professionals to develop her skills and

knowledge to meet the needs of the children in her care. The childminder also ensures that any assistants she works with complete training to keep their knowledge up to date.

- Overall, the childminder supports children's language development effectively. She talks to children as they play, introduces new words, such as 'streak' and 'furry', and encourages them to use these words in their play. She also incorporates songs and rhymes to further support children's language development. Her energetic approach motivates children, who are eager to copy the actions. However, on some occasions, the childminder does not provide enough time for children to further develop their language by giving them time to hear, think and respond.
- The childminder has established trusted relationships with parents. She maintains open communication, ensuring parents are kept informed about their children's day and development. She works collaboratively with families, and parents are highly complimentary about the care and learning opportunities their children receive.
- Children have a range of opportunities to enhance their mathematical understanding. They compare shapes and sizes using magnetic coloured shapes and attempt to match and line them up in specific patterns. The childminder observes children closely. She promptly offers support when they need help by asking questions such as 'Can you find me a square?' This helps children make progress in their mathematical understanding of shapes, patterns and problem-solving.

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:

- provide opportunities for children to further develop their language by giving them time to hear, think and respond
- provide even more opportunities that enhance children's independence skills to develop their self-care skills further.

Setting details

Unique reference number	EY407148
Local authority	Enfield
Inspection number	10368195
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	1 to 2
Total number of places	9
Number of children on roll	5
Date of previous inspection	12 March 2019

Information about this early years setting

The childminder registered in 2011. She lives in Palmers Green, in the London Borough of Enfield. She operates from 8am to 6pm, Monday to Thursday, throughout the year, except for bank holidays and family holidays. The childminder works with an assistant.

Information about this inspection

Inspector
Yuko Utsumi

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their 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 children spoke with the inspector during the inspection.
- 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 the children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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