

Childminder report

Inspection date: 18 November 2022

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 provides a warm and welcoming environment. Children form positive attachments to the childminder and assistants. The childminder and her assistants are enthusiastic and encouraging, which inspires and motivates the children to get involved. Children confidently move around the play area and choose interesting play equipment and activities. They are confident learners. For instance, older children identify the first letter of each other's name on their beakers. Children greet each other warmly with a hug. Older children know how to share. This reinforces learning for younger children, of how to cooperate and play together.

The childminder has high expectations for the children. They develop skills that help them to be ready for their next stage of learning. For example, children enjoy opportunities to be independent as they select their boots, coats, and gloves to go outside and play in the well-equipped outdoor play area. The childminder knows the children well and knows what to plan to meet their learning needs. The curriculum is engaging and stimulating, and all children, including those with additional needs, make good progress in their development.

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

- Children's understanding of what they should and should not do is supported by the childminder's clear boundaries for behaviour. Children behave well and are kind and friendly towards others. For example, children patiently wait for the homemade pizza toppings and pass the bowls of fresh vegetables and cheese to one another.
- Children are confident to communicate their ideas and demonstrate a positive attitude towards learning. They set themselves challenges, such as using a trowel to fill the flower pot with compost, and consider what crocus bulbs need to grow.
- Children are provided with a good range of experiences to support their literacy skills. For example, children make marks with large brush strokes on plastic sheets, enjoy listening to stories and looking at books independently.
- Children's learning progress is supported through the childminder's strong links with other professionals, including local schools and nurseries. She ensures relevant information is shared, such as children's progress, to help build on their current skills and abilities.
- Children develop strong communication and language skills. The childminder listens carefully to what children say and supports their increasing vocabulary by repeating words back to the children and explaining their meaning.
- Children are familiar with everyday care practices. For instance, children wash their hands independently and understand when and why they must clean their

teeth.

- Children sometimes are not provided with sufficient explanation and preparation before they begin an adult led activity. For example, children gather on the carpet to listen to a story but are also given access to different objects. Children are unsure whether to listen to the story or play. This is confusing for them, and they quickly lose focus and walk away from the activity.
- Parents are positive in their feedback about the childminder. They report that the childminder and assistants communicate well, so they know what their child is learning and can build on this at home. Parents trust the childminder's guidance and are confident to share any concerns or queries with her. The childminder provides constructive advice and parents feel supported.
- The childminder reflects well on her practice and provides opportunities for parents to share their views of her provision through daily conversations and online. The childminder ensures that both herself and her assistants receive up to date training. She is ambitious and wants to drive improvement where she can. For example, the childminder is developing her assessment system further to provide parents with additional information of their children's progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and assistants have a good understanding of safeguarding procedures. They are aware of how to identify any child protection matters and how to follow the correct reporting procedures if they are concerned for a child. They encourage children to keep safe in the home and help to tidy away toys, so they do not trip over. The childminder completes thorough risk assessments to ensure children are safe in the home and garden.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
provide sufficient time for preparing and presenting adult-led activities to children, so that children have a clear understanding of what the activity is about and how they can contribute.	14/12/2022

Setting details

Unique reference number	EY418441
Local authority	Enfield
Inspection number	10235473
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 11
Total number of places	10
Number of children on roll	16
Date of previous inspection	2 February 2017

Information about this early years setting

The childminder registered in 2010. She lives in Enfield Lock, in the London Borough of Enfield. She works with assistants. The childminder and her assistants have appropriate childcare qualifications. The childminder is eligible for funding. The childminder offers flexible hours between 7.30am to 7pm during the week, for most of the year.

Information about this inspection

Inspector
Julia Crowley

Inspection activities

- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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