

<b>Inspection date</b>	23 January 2015
Previous inspection date	16 October 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The childminder plans a good range of activities to support children to reach their expected levels of development in all areas of learning.
- The childminder arranges her home so it is safe to enable children to play and explore with confidence.
- The childminder supports children's language development well. She uses visual aids to encourage younger children to communicate.
- The childminder implements a range of policies and procedures to support children's safeguarding, welfare and learning requirements.

### It is not yet outstanding because:

- The childminder misses opportunities to extend children's early reading skills because she does not use clear written words in the environment to enable them to recognise letters.
- The childminder misses opportunities to provide younger children with natural materials to extend their learning experiences through the use of their senses.

## What the setting needs to do to improve further

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

- increase opportunities for younger children to explore a range of items to enhance their sensory learning experiences
- extend children's literacy skills to enable them to understand and recognise letters clearly in their environment.

### Inspection activities

- The inspector observed children during their play, both indoors and outdoors.
- The inspector looked at a sample of documents, including the childminder's planning.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector viewed areas of the premises used for childminding.

### Inspector

Stephanie Huseyin

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children are happy, confident and secure in the care of the childminder. She provides them with fun challenges to enable them to learn through play. She ensures high levels of interaction with the children and this helps to positively support their language development. However, the childminder offers children fewer opportunities to recognise letters within the environment because her displays are not clearly labelled. The childminder encourages children to express their creativity and imaginative skills well. For example, when children explore creative resources, such as paint, glue and cotton wool, they decide to create a winter wonderland. Children have good opportunities to explore construction toys and solve mathematical problems, for example, when they build towers using the stickle bricks. However, there are fewer opportunities for younger children to discover natural materials in order to build on their sensory development.

### **The contribution of the early years provision to the well-being of children is good**

The childminder's home is safe and she reviews her risk assessment regularly. She conducts regular fire drills with the children so they know how to evacuate the home in a safe way. The childminder gives good attention to children's health and well-being. She has a good understanding of nutrition and encourages children to make healthy choices for snack time. She talks to the children about why certain foods, such as fruit and vegetables are good for them to promote their understanding of a healthy lifestyle. The childminder promotes children's independence skills by encouraging them to spread their own toppings onto their crackers during snack time. Children receive praise for their achievements, which builds their confidence and helps them to feel good about themselves.

### **The effectiveness of the leadership and management of the early years provision is good**

The childminder demonstrates a good understanding of meeting the requirements of the Early Years Foundation Stage. She effectively observes and assesses the children she cares for and uses this information well to plan for their next steps in learning. She has attended training on how to complete progress checks for two-year-old children and has used this knowledge well to further strengthen her assessment process. The childminder has developed effective partnerships with parents and she keeps them informed of any changes to their child's daily routine. The childminder is committed to developing her practice and has introduced an online system to monitor children's progress, which she shares with parents. The childminder has developed partnerships with other providers and takes children to 'stay and play' sessions at other settings. This prepares children well for their next stage in learning and starting school.

## Setting details

<b>Unique reference number</b>	EY398304
<b>Local authority</b>	Enfield
<b>Inspection number</b>	844820
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16 October 2010
<b>Telephone number</b>	

The childminder first registered in 2009. She lives with her husband and two children in Enfield. She uses the whole of the home for childminding purposes with the main play space located in the conservatory. There is a fully enclosed garden available for outside play. Access to the home is gained via one step. There are currently three children on roll in the early years age range. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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