

# Childminder Report

**Inspection date**

13 January 2016

Previous inspection date

8 March 2011

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | Previous inspection:    | Good        | 2        |
| Effectiveness of the leadership and management                |                         | Good        | 2        |
| Quality of teaching, learning and assessment                  |                         | Good        | 2        |
| Personal development, behaviour and welfare                   |                         | Good        | 2        |
| Outcomes for children   |                         | Good        | 2        |

## Summary of key findings for parents

### This provision is good

- The childminder reflects on her practice daily. She identifies areas of strength and development with the help of parents and children. She uses this information well to improve the experiences she provides for children.
- The childminder has strong partnerships with parents. She communicates well with them, sharing children's home learning experiences and relevant policies to keep them up to date.
- The childminder keeps up to date with the latest changes within early years; for example, she attends childminder's training courses. She has a good understanding of how to implement any required changes to drive improvement.
- The childminder regularly praises children for sharing, waiting their turn and good listening, which helps children to behave well.
- The childminder plans exciting activities around children's interests. Therefore, children make good progress and play in a stimulating and nurturing environment.

### It is not yet outstanding because:

- The childminder does not always make use of all opportunities during everyday play to extend children's literacy skills, such as pointing out letters they know and using simple phonics to support their early reading skills.
- On occasion, the childminder does not always allow children to complete everyday tasks so that they continue to develop their independence and school readiness.

## What the setting needs to do to improve further

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

- place a sharper focus on providing opportunities for younger children to develop their independence further in everyday play and daily routines
- increase chances for children to develop their literacy skills by introducing more phonics during everyday play activities, to further support their school readiness.

### Inspection activities

- The inspector observed activities in the lounge, garden and in the play room.
- The inspector spoke with the children and talked to the childminder about her practice.
- The inspector observed the childminder and children during play activities.
- The inspector looked at children's assessment records and sampled a range of other documents and policies.
- The inspector took into account the views of the children, parents and the childminder from the childminder's self-evaluation form.

### Inspector

Anahita Aderianwalla

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a thorough understanding of child protection issues, including the procedures for reporting any welfare concerns to keep children safe from harm. She implements effective policies and daily procedures to manage and minimise risks to children. The childminder observes children closely while they play to provide support when they need it. She has high expectations of all children, and observes, assesses and monitors their progress. She effectively uses this information to plan for their future learning, to ensure they make good progress.

### Quality of teaching, learning and assessment is good

The childminder observes children's achievements and plans for their next activities. She provides a range of stimulating experiences, such as outings to different playgroups and visits to the local area, which help to build children's social skills, confidence and understanding of the wider world. The childminder engages in children's play and provides good explanations to support their understanding. She encourages children to recognise numbers and introduces simple addition. For example, during play, children tried to find the hidden numbers in cooked green spaghetti. These experiences contribute to preparing children for their next steps in learning.

### Personal development, behaviour and welfare are good

The childminder has a good relationship with children. Children are comfortable and secure in her care, and play happily in her home. This effectively promotes their emotional well-being. The childminder provides healthy food, such as a home-cooked menu of nutritious food choices and snacks daily. The children understand how to keep themselves safe as they are involved in some daily routines. The childminder promotes children's awareness of the wider world, for example, by positively discussing similarities and differences between themselves and others. She helps children to develop a sense of belonging in her home, for example, by displaying photographs of the children all around the home.

### Outcomes for children are good

Children make good progress from their starting points and settle quickly. They effectively develop their physical and creative skills; for example, they enjoy gluing and sticking during messy play activities. Children learn to develop their concentration skills and express themselves confidently, thus gaining the necessary skills for their future learning.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 135694  |
| <b>Local authority</b>             | Enfield   |
| <b>Inspection number</b>           | 836446  |
| <b>Type of provision</b>           | Childminder   |
| <b>Day care type</b>               | Childminder   |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 0 - 8   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 2   |
| <b>Name of provider</b>            |   |
| <b>Date of previous inspection</b> | 8 March 2011  |
| <b>Telephone number</b>            |   |

The childminder was registered in 2003. She lives in the London Borough of Enfield. The whole of the ground floor and first floor are used for childminding purposes and there is an enclosed garden for outdoor play. She operates her service from Monday to Friday, from 8am to 6pm, for 48 weeks of the year. The childminder is a member of the Enfield Childminding Network and part of the National Childminding Association Children Come First quality assurance scheme. The setting does not receive specific funding. The childminder has childminder registration training.

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