

Childminder Report

Inspection date

17 January 2017

Previous inspection date

3 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Overall, the childminder has taken positive steps to improve her teaching and care practices since her last inspection. For example, she has developed her professional knowledge and keeps up to date with relevant issues and legislation.
- The childminder is warm and caring. She is a good role model for the children in her care and helps them learn about how to care for each other and their environment. Children are happy, settled and behave well.
- The childminder plans interesting and age-appropriate activities for children, such as to support them in understanding about their similarities and differences.
- The childminder carefully monitors children's progress and plans what they need to learn next to prepare them for their next stages of learning. This improves outcomes for children and they make good progress.
- Children are secure in their relationship with the childminder and turn to her for help and comfort, if needed. She supports their emotional well-being effectively.

It is not yet outstanding because:

- At times, children are not able to access some resources with ease to support and extend further their learning and play opportunities.
- The childminder is still at the early stages of encouraging parents to provide information as quickly as possible about their children's initial abilities, although, overall, she has made some improvement in developing this process after her last inspection.

What the setting needs to do to improve further

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

- consider ways in which children can use resources more effectively during play
- continue to explore further ways to actively encourage parents to share information about their children's initial interests and capabilities more promptly.

Inspection activities

- The inspector observed children as they were engaged in a variety of activities.
- The inspector looked at the rooms and resources used by the children.
- The inspector discussed with the childminder the arrangements to observe and assess children's progress.
- The inspector observed the childminder during an activity with children.
- The inspector discussed how the childminder self-evaluates her provision.

Inspector

Ceri Callf

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands the signs and symptoms that may cause concern about a child in her care and knows the procedures to follow to protect them from harm. For example, she is aware of how to identify any child who may be at risk of being exposed to extreme ideas or behaviours. The childminder regularly assesses any risks to keep children safe. For example, she has installed safety gates to stop very young children from climbing up the stairs. The childminder gathers and considers the views of children when planning new activities and experiences. She provides parents with daily information about their children's care, learning and development.

Quality of teaching, learning and assessment is good

The childminder extends children's learning well, such as through her skilful use of questions. Children learn about the natural world. For example, they visit the local park, where they look for animals and collect leaves. The childminder supports children's physical development well. For instance, she encourages very young children to move independently around the room. Children who are learning English as an additional language benefit from the childminder's wide use of vocabulary. The childminder supports children's use of technology well. For example, children delight when exploring toys that make sounds as they press buttons. Children enjoy looking at books. The childminder encourages their interest, such as helping young children to turn the pages easily.

Personal development, behaviour and welfare are good

Children's independence is developing well. For example, they learn how to put on their own coats and shoes, in preparation for starting school. Children learn about a healthy lifestyle and are secure in understanding their own care needs. For example, they independently access their own cup of water and drink when they want to. The childminder helps children learn how to keep safe, such as promptly tidying away toys after play so they do not stand on them. Children learn about their local community and the people who live in it. For example, they enjoy walks in the local area and visit local shops. The childminder supports children's social development well, for instance, they spontaneously say 'please' and 'thank you' to nearby adults.

Outcomes for children are good

Children are motivated, eager to learn, sociable and confident. For instance, they enjoy stacking cups and naming the colours as they build, and they count and take turns when putting items away. They are able to include others in their play, such as when sharing toys.

Setting details

Unique reference number	160066
Local authority	Enfield
Inspection number	1057564
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	3 June 2016
Telephone number	

The childminder registered in 1992. She lives in Edmonton, in the London Borough of Enfield. She provides care from 8am to 6pm, Monday to Friday, and operates her service throughout the year, except for family holidays. The childminder holds a relevant early years qualification at level 3.

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