

# Childminder report

<b>Inspection date</b>	13 March 2019
Previous inspection date	6 August 2015

<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 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 is dedicated and knowledgeable. She constantly reflects on the service she provides and uses this to enhance children's learning experiences. For example, since her last inspection she has extended opportunities for children to engage in a variety of learning experiences outside.
- The childminder is kind, warm and gentle. She is a good role model for the children in her care. The childminder supports children's emotional well-being. They quickly form a close bond with her and turn to her for help and support if needed. Children settle quickly and are ready to learn.
- The childminder observes children's learning carefully. She assesses their learning and the progress they make. She uses this information effectively to plan what they need to learn next. Children make good progress.
- Parents praise the childminder and say she supports their children's independence well. They are supported in extending their children's learning at home. Children benefit from the continuity in their learning. The childminder improves children's outcomes.
- Children enjoy a range of interesting activities which engage and absorb them. They direct their own play and activities.
- The childminder does not always provide children with as much time as possible during activities to think and express their ideas in their own words.

## What the setting needs to do to improve further

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

- provide children with more time during activities to think and express their ideas in their own words to support their problem-solving skills even further.

### Inspection activities

- The inspector observed children engaged in a variety of activities, including outdoor play.
- The inspector looked at rooms, the outside area and resources used by children.
- The inspector discussed with the childminder how she met the recommendation made at the last inspection.
- The inspector considered how the childminder reflects on her practice and her partnerships with parents.
- The inspector discussed with the childminder how she observes and assesses children's progress, and discussed the teaching and learning that took place.

### Inspector

Ceri Callf

## Inspection findings

### Effectiveness of leadership and management is good

The childminder understands the signs and symptoms that may give her cause for concern about the welfare of a child in her care. She knows the procedure to follow if she has any concerns. She has made herself aware of how to identify any children who may be at risk of being exposed to extreme ideas or behaviour. Safeguarding is effective. The childminder works with other professionals to enhance children's learning experiences. She regularly accesses training and uses her learning, for example, to support children with special educational needs and/or disabilities. The childminder carries out regular risk assessments and puts strategies in place to help her keep children safe.

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

The childminder is skilled at supporting children's mathematical development. Children enjoy thinking about numbers, shapes and quantity during their play. Their physical well-being is carefully nurtured. Children jump, run and use simple tools, for instance to pick shapes out of straw. The childminder plans activities which support all areas of learning using children's immediate interests to extend their knowledge and understanding. For example, she adapts activities to support children who are interested in exploring colours. Children learn about the natural world as they go birdwatching and hunt for minibeasts.

### Personal development, behaviour and welfare are good

Children have good social skills and behave well. For example, children eagerly ask others if they would like fruit to eat or join in with their pretend tea party. The childminder ensures that all children have opportunities to experience a range of activities. For example, girls enjoy playing football and are excited when they score a goal. Children learn how to keep themselves safe and well. They talk about how they must not pick food up off the floor to eat if they drop it. The childminder supports children in learning about their similarities and differences as they talk about the different fruit they like to eat. Children explore their local area, for example on their regular trips to local green spaces.

### Outcomes for children are good

Children are confident, self-motivated learners. Children excitedly use their emerging literacy as they join in with their favourite stories. They pretend to cook and create dinner using their developing imaginations. They are able to concentrate for good periods of time. For example, they complete a number of puzzles and gain satisfaction from their achievements. Children delight in carrying out simple, manageable tasks and are prepared well for the next stage of their learning.

## Setting details

<b>Unique reference number</b>	160094
<b>Local authority</b>	Enfield
<b>Inspection number</b>	10062849
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	6 August 2015

The childminder registered in 1997. She lives in the London Borough of Enfield. The childminder operates Monday to Friday from 7.30am to 6pm for 48 weeks of the year. The childminder is in receipt of funding for the provision of free early years education for children aged two, three and four years.

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