

# Childminder report

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Inspection date:

11 October 2019

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Met

## Summary of key findings

### This provision meets requirements

- The childminder reflects on the service she provides. She has used this effectively, for example, to enhance the outdoor space she provides for children's play and learning. She understands the importance of developing partnerships with parents and has strategies in place to support the regular two-way flow of information.
- Using her understanding of how to plan an effective curriculum, the childminder describes how she develops learning opportunities which challenge children's abilities and extend their learning. She has a good knowledge and shares how she prepares children for their future learning.
- The childminder understands her duty to keep children safe. She has clear procedures to follow if she has any concerns and describes how she will identify any children who may be at risk of exposure to extreme ideas or behaviours. The childminder ensures her assistant is suitable to work with children and that relevant checks have been carried out.
- The childminder has high expectations of children's behaviour and talks about strategies she has to support them in learning, including how to manage their feelings and understand how their actions affect others.
- The childminder is confident in describing how she will support children to gain confidence and be willing to have a go. She talks about the importance of nurturing children's emotional well-being.
- Using regular trips and outings, the childminder shares how she will support children in learning about the local area and wider city in which they live.

There were no children present when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no children present, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states whether the provider continues to meet the requirements of registration.

## Setting details

<b>Unique reference number</b>	160074
<b>Local authority</b>	Enfield
<b>Inspection number</b>	10120496
<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>	4 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	17 February 2016

## Information about this early years setting

The childminder registered in 1989 and lives in Edmonton Green, in the London Borough of Enfield. She operates Monday to Friday, from 8am to 6pm, for 47 weeks of the year. The childminder works with an assistant.

## Information about this inspection

**Inspector**  
Ceri Callf

### Inspection activities

- The childminder showed the inspector around the premises, including the outside area, and talked about how she would use her resources and space to support children's learning and development.
- The inspector viewed a sample of the documentation the childminder uses in her setting, including the information she gathers from parents when their children join the setting. The inspector viewed documents relating to the suitability of all adults living and working on the premises.
- The inspector talked to the childminder about how she would deliver a curriculum to support and extend children's learning.
- The childminder talked about how she reflects on the service she provides and would develop her partnerships with parents.

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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