

# Childminder report

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Inspection date: 9 March 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Not Met (with actions)
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## What is it like to attend this early years setting?

### The provision is good

Children are very happy and secure. The childminder nurtures their emotional well-being and children quickly form strong bonds with her. For example, the very youngest children giggle with delight as she plays a tickling game with them. Children enjoy their learning, and the range of activities the childminder provides for them. However, there is scope to develop the use of books during the day. Children's physical skills develop rapidly and the childminder provides challenging activities to help children build on their strength and develop their movements. Children are motivated and curious. They eagerly explore, experiment and become absorbed in their learning. While the childminder carefully plans children's learning, she could focus more on opportunities to develop her own professional knowledge. Children behave well. The childminder has clear expectations for children's behaviour and carefully teaches them how their actions impact on others. Children learn how to keep themselves safe and well. For example, they understand how to act safely around the animals they encounter. Children benefit from the challenging curriculum the childminder creates and the high expectations she has of all children. The childminder constantly assesses risks and uses this information to help her keep children safe.

### What does the early years setting do well and what does it need to do better?

- The childminder carefully observes children and consistently assesses their learning and development. She uses this information to create individually tailored next steps, to support children in making good progress, appropriate for their age and stage of development. Children respond positively to the childminder's challenging curriculum. The childminder carries out the required progress checks for children aged between two and three years. She works with parents to support them in understanding how to extend and develop their children's learning at home.
- Children benefit from a wide variety of opportunities to learn about the natural world. For instance, they enjoy walking in local green spaces and collecting natural materials, such as leaves and conkers. They learn about the seasons and plant and grow seeds, including sunflowers.
- The childminder provides children with a range of different books. However, she does not consistently encourage children to access them regularly, or include them in the different adult-led activities children engage in while at the setting.
- Children's language skills develop rapidly. The childminder carefully teaches children the skills they need to hold conversations and she uses a wide vocabulary. Children listen carefully and can respond to simple instructions. The childminder works closely with parents to support children who are learning English as an additional language. For example, she gathers words in their home languages which are important to children. The childminder values children's

individual cultures and family experiences. She creates a warm and inclusive atmosphere in her setting.

- The childminder reflects on the service she provides and gathers the views of parents to support her in this. However, she does not identify as many opportunities as she could to enhance her professional skills and knowledge even further.
- Children learn the skills they need for the next stage of their education. The childminder puts meaningful routines in place which support children of all ages. For example, she establishes suitable sleep routines for the very youngest children so they do not become overtired. Older children learn to manage simple, routine tasks as they wash their hands and put on their coats and shoes.
- The childminder integrates mathematical learning into all areas of children's activity and learning. She uses mathematical language, such as 'up', 'down' and 'over', as children play with exploratory toys. Children enjoy exploring shape, texture and colour. They hear and see numbers constantly and learn about quantity and measurement.
- Children are persistent and strive to gain new skills. They do not give up when they meet a challenge. For example, children repeat actions they want to master and feel a sense of great satisfaction when they succeed.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder understands her duty to keep the children in her care safe and well. She knows the signs and symptoms which may cause her concern about the welfare of a child, and has clear procedures in place should she have any concerns. The childminder has made herself aware of the indicators that a child may be at risk of being exposed to extreme behaviours and ideas. The childminder uses her risk assessments to keep children safe inside and outside the setting. She ensures the appropriate checks are carried out on all adults living on the premises.

## **What does the setting need to do to improve?**

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

- enhance the use of books within the setting, to support children in developing a love of books and reading
- identify a wider range of opportunities to develop professional skills and knowledge, to raise the quality of teaching even further.

## Setting details

<b>Unique reference number</b>	135832
<b>Local authority</b>	Enfield
<b>Inspection number</b>	10120678
<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 at time of inspection</b>	0 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	14 July 2016

## Information about this early years setting

The childminder registered in 1996. She lives in the London Borough of Enfield. The childminder operates her service Monday to Friday, from 7am to 6pm, for 49 weeks of the year.

## Information about this inspection

### Inspector

Ceri Callf

### Inspection activities

- The inspector and childminder carried out a learning walk. They discussed how the childminder uses her space and resources to support children's learning and development.
- The inspector reviewed a sample of the documents that the childminder uses in her setting. These included her safeguarding policy and the checks carried out on all adults living in the premises.
- The childminder talked about how she plans activities for children. She discussed how she observes and assesses children's learning, and uses this to create next steps. The childminder described how she creates a challenging curriculum for children.
- The inspector discussed with the childminder how the action set at her last inspection was met.
- The inspector observed children as they were engaged in a variety of activities, and discussed their learning with the childminder.

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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