

# Childminder report

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Inspection date: 9 March 2022

<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	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are excited when they arrive at this setting and are greeted warmly by their childminder and peers. They feel comfortable and safe in this nurturing environment, which is organised and ready for the day. They begin to explore and make choices from a range of resources and demonstrate good attitudes towards learning. The childminder plays alongside the children, encouraging their ideas, imagination and use of vocabulary.

Children follow routines really well at this setting and are learning to be independent. They are washing their hands ready for snack, selecting their own chair and getting comfortable for story time. Children demonstrate high levels of engagement and concentration and their interests have been considered in the planning and organisation of the environment. The children have a warm and friendly relationship with the childminder and are very polite and helpful. They respond well to instructions and when being asked to tidy up, they work together to put the resources away.

The children are confident communicators and engage in regular dialogue about their home life as well as asking for help when they want to put on their coats for outdoor play. The childminder promotes a love of reading and singing as she reads aloud to the children during the day. Children enjoy choosing stories and songs to share together and are often signing rhymes spontaneously in their play.

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

- The childminder has good relationships with parents. The parents are clear about their child's development and any concerns are identified early. Parents are supported with ideas and strategies from the childminder and she communicates well about their day.
- The children eat well planned and balanced meals and talk so fondly of the childminder's cooking, expressing their favourites dishes.
- The childminder interacts well with the children and engages them through a range of planned activities, including cutting skills in play dough activities and sorting 2D shapes into different pots. Children are given plenty of opportunity to explore freely and develop their own interests and ideas. In the outdoor kitchen, they select things from the garden to make different types of food.
- Children enjoy a range of outdoor activities, which supports their physical development and love of being outside. They enjoy pushing cars along with their feet, balancing on stilts and jumping down the steps. Visits to the local park on the large equipment helps to further strengthen their muscles.
- The childminder knows her children so well and they are making good progress. They are happy and settled in their environment. They effectively develop the

smaller muscles in their hands, for example, threading fruits and vegetables and chopping wooden food.

- The childminder listens carefully to what children have to say and builds on children's knowledge throughout the day. They count how many pieces of carrot have been cut or identify wiggly worms in the garden. She promotes a healthy lifestyle, providing nutritious snacks. She supports children well with their daily routines, including brushing teeth and toileting.
- The childminder takes the time to plan activities based on the children's interests, so they are excited to learn. She focuses on children becoming independent by getting them to clean their nose, wash their hands and get ready for snack time. The childminder is clear about how to prepare children for the next stage of their learning and is working hard to develop these skills in the nurturing environment she provides. However, the childminder does not take up all opportunities to talk to children about their behaviour and social interactions with each other.
- The childminder is reflective about her setting and knows what she is doing well and what she would like to do next. She seeks advice from other agencies and gets support in the local area to improve her practice.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder's safeguarding knowledge is up to date and she has been on recent advanced level training, which has enabled her to be vigilant and aware of concerns. She understands her responsibility to keep children safe and is fully aware of the processes to report and log any concerns. She has clear systems and procedures in place with relevant information on how to identify vulnerable children. The environment is safe and well organised with clear and thorough risk assessments. These include how children are supervised at all times in an open plan environment and always with an adult in the garden. The childminder has regular discussions with the local childminding network about safeguarding updates and relevant information.

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

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

- develop further strategies to support children's social interaction with peers and manage behaviour with more explanation.

## Setting details

<b>Unique reference number</b>	135694
<b>Local authority</b>	Enfield
<b>Inspection number</b>	10059458
<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>	2 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	13 January 2016

## Information about this early years setting

The childminder registered in 2003. She lives in the London Borough of Enfield. She operates her service Monday to Friday, from 8am to 6pm, for 48 weeks of the year. The childminder holds a relevant early years qualification.

## Information about this inspection

### Inspector

Sara Vincent

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the interactions between staff/the childminder and children.
- Children spoke to/communicated with the inspector during the inspection.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The childminder spoke to the inspector about their intentions for children's learning.

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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