

Childminder report

Inspection date:

3 September 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children benefit from stimulating activities that are closely linked to their individual interests and learning needs. They demonstrate they feel secure and have strong attachments to the childminder. Children enjoy exploring toys inside and being physically active in the garden. They learn how to share, take turns and play together.

The childminder knows children well and has a good understanding of their backgrounds and families. She is aware that the children she cares for speak other languages and supports their language development well. However, she does not always help children to learn about their own or other children's cultures and traditions.

Children play and learn safely in the childminder's care, who implements clear procedures to keep children safe. For example, when children go for walks, they wear backpacks with straps that the childminder can hold. The childminder checks for hazards in her home and garden, such as picking up fruit that has fallen from a neighbour's tree.

The childminder reflects on her practice and identifies areas to improve. She undertakes relevant training courses to help her to develop her teaching skills. The childminder talks about how she has increased her knowledge to help promote children's physical strength and coordination. This has had a positive effect on children's physical development.

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

- The childminder uses her assessments of children's learning to actively identify gaps in their development. She takes prompt action to speak to parents and other professionals when she identifies any concerns. Children benefit well from the extra support the childminder provides.
- Children are excited to learn and show a wonderful sense of awe and wonder. For example, they enjoy exploring sound as they use musical instruments. They listen intently to sounds as they pluck strings on a ukulele and tap on a xylophone.
- The childminder teaches children well through her positive interactions with them. She introduces numbers to children as they play, such as by helping them to count. At other times, the childminder gives children time to explore space and shape as they line up and stack flat wooden blocks.
- Parents speak positively about the childminder. They give her feedback through discussion and questionnaires. Parents state children are happy and developing while in the childminder's care.

- The childminder gains detailed information from parents about children's early experiences and what they know and can do when they first start. She carefully considers what children need to learn next and plans their activities accordingly.
- Children thoroughly enjoy being outside. They have many opportunities to be active, such as climbing up slides and throwing balls. The childminder is aware of those children who need extra help. For example, she uses large balls to throw to children who find it hard to catch smaller balls.
- The childminder builds strong partnerships with other settings children attend. She takes time to speak to key persons to share information on children's learning. This promotes continuity in their learning and contributes to the good progress children make.
- Children are learning how to develop healthy lifestyles. For example, they immediately go to wash their hands when the childminder asks if they want a snack. As children play with a doctor's set, the childminder talks to them about the importance of healthy food and teeth cleaning.
- The childminder cares for children from a range of different cultures and often uses words in children's other languages as she interacts with them. However, she does not provide a wide range of opportunities for children to learn about and celebrate their similarities and differences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to recognise and respond to any signs of abuse or extremist behaviour. She is aware of how to pass on concerns to the relevant agencies in her local area.

What does the setting need to do to improve?

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

- provide further opportunities for children to learn about and celebrate their own uniqueness and to develop a deeper understanding of each other.

Setting details

Unique reference number	130418
Local authority	Hertfordshire
Inspection number	10063518
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	6
Number of children on roll	3
Date of previous inspection	10 November 2015

Information about this early years setting

The childminder registered in 1993 and lives in Watford. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Jill Hardaker

Inspection activities

- The inspector looked at the areas of the childminder's home that she uses with children and discussed how she operates her practice.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her.
- A sample of policies and procedures was looked at by the inspector, which included documents relating to safeguarding and complaints.
- The inspector discussed the needs of individual children with the childminder and talked with her about the progress they are making.
- The inspector took into account the written views of parents and discussed the childminder's reflections of her practice with her.

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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