

Childminder report

Inspection date:

5 December 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

The childminder knows the children she cares for well. She recognises their individual stages of development and plans effectively to develop their learning further. The childminder forms strong bonds with the children and they happily turn to her for hugs and reassurance when they need to. They are familiar with their surroundings and know where they can find their favourite toys. This helps them to lead their learning independently.

The childminder extends children's vocabulary appropriately based on the discussions that she has with children. She introduces new language to young children, such as when they talk about fireworks. Children say 'bang' and the childminder extends this to add the word 'whizz'. This expands children's vocabulary in relation to their own experiences.

The childminder acts as a positive role model for children. She supports children to understand the rules in place and helps the youngest children to learn to share and take turns appropriately. Children follow her instructions without hesitation. For example, they sit down carefully on the chair when the childminder guides them to do this. She explains why this is important and this helps children to learn to keep themselves safe.

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

- The childminder is reflective about how she can develop her provision further, recognising what she does well. She has worked on strengthening her professional knowledge even further since the last inspection. She focuses this training on areas which can help her to support children's individual needs even more effectively.
- Children enjoy exploring and the childminder provides a range of opportunities for children to do this safely. Children keenly go in the garden in all weathers and explore the water that they find. The childminder provides activities to help children strengthen their hand muscles as she recognises this is something that the children need to develop further. Children remain focused as they tip and pour water into different containers. The childminder speaks to them about what they are doing, providing children with a context to the activities they complete.
- Parents are happy with the care that the childminder provides. They comment on her strong communication and feel well informed about their children's progress and development. The childminder holds discussions with parents when children start, to find out about what they can do for themselves. She then uses this information to plan appropriate learning opportunities for children which interest them.
- The childminder praises children for their kind actions towards one another, for

instance, when older children help younger children and share their toys with them. Children develop a sense of belonging with the childminder and learn about their community. The childminder incorporates children's interests into this. For example, she takes children to visit the fire station to learn more about people who help them when children show an interest in this topic. As a result, children respond positively to the learning experiences on offer.

- Children become familiar with the routines in place at the childminder's home. The childminder adapts this in response to children's moods and their needs each day. The childminder generally has all that she needs to hand. However, occasionally she is less organised and has to interrupt children's learning to complete tasks. For instance, she has to take the children back inside to get a cloth to wipe the slide as it is wet from the rain, when they are already exploring outside.
- The childminder forms strong professional relationships with staff at other settings children attend. She works closely with them to ensure that she provides children with opportunities to build on what they learn elsewhere. The childminder discusses how they teach children specific topics, such as phonics. This helps her to consistently build on children's learning without children receiving mixed messages or teaching approaches.

Safeguarding

The arrangements for safeguarding are effective.

The childminder recognises the possible signs that a child may be at risk of harm. She completes regular safeguarding training to keep her knowledge up to date. The childminder is conscious about other possible risks in her surroundings which could affect the children and families she works with, and she takes appropriate action to address these. The childminder knows how to raise concerns regarding children to other agencies where required.

What does the setting need to do to improve?

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

- minimise any disruption to children's learning through consistently strong organisation of resources and routines.

Setting details

Unique reference number	149058
Local authority	Hertfordshire
Inspection number	10295279
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	8 December 2017

Information about this early years setting

The childminder registered in 2001 and lives in Wheathampstead. She operates her provision all year round from 7.45am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Jenny Hardy

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector reviewed written feedback from parents and took their views into consideration.
- The inspector viewed a range of documentation, including suitability documents and professional development certificates.

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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