

Childminder report

Inspection date: 22 June 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

Children demonstrate they feel happy and secure in the childminder's care. They develop strong attachments to her and seek her out for cuddles and reassurance. Children immerse themselves in exploration and activity, especially outdoors. They enjoy making potions by mixing many resources together. Children show their strong communication and language skills as they talk about the changes they see happening. Children know how to keep themselves safe in the sun. They clearly explain that they may get too hot or sun burnt if they do not wear their sun hats.

Children play cooperatively and share resources, and their behaviour is good. The childminder teaches children how to discuss and negotiate if there is something they disagree on. This results in children learning how to use their voice to express their opinion. Children are gaining strong independence skills. They willingly help the childminder, for example, by clearing away crockery at snack times and wiping the table. During story times, children talk about their teeth-brushing routines. They understand the need to keep their teeth clean and how to make healthy food choices.

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

- The childminder gets to know children well when they start at her setting. She finds out what they can already do and what experiences they have at home. The childminder is aware of where children are in their development. She observes them closely and uses her observations and assessments to identify what children need to learn next. Children are making good progress.
- The childminder works closely with other settings and schools that children attend. She finds out what topics are in place and plans activities to further support children's learning in her home. The childminder is aware of what the local school expects children to be able to do when they start. This helps her to prepare children for school extremely well.
- Children enjoy looking at books and sharing stories with the childminder. Younger children talk about what they see on pictures. Older children confidently express their ideas of what might happen next. The childminder gives children time to talk and discuss, to further promote their communication and language skills.
- The experienced childminder provides an appealing learning environment, both inside and in the garden. Children have a wealth of learning opportunities to choose from. They engage in self-chosen play extremely well and are developing into independent learners.
- Children are developing a good understanding of the world. They enjoy learning about the seaside and what creatures live under water. Children look at shells through magnifying glasses and describe what patterns and colours they can

see. The childminder displays relevant words close to the activity. Children are beginning to recognise and match words to their activity. This helps children to understand how text carries meaning.

- Parents speak positively about the childminder. They say their children are very happy to attend her setting and that their children are thriving and making good progress. Parents state that communication sharing is very good and that they know how to support children's learning at home.
- Children are developing strong skills that prepare them for their future learning. They use pencils and scissors with ease and talk about what they are making. Children have a good understanding of letter sounds. They are beginning to understand how to sound out words, in readiness for reading.
- The childminder has strong links with other childminders. They meet regularly, and this provides the childminder with opportunities to hold professional discussions with others. She undertakes statutory training such as safeguarding. The childminder talks about how new knowledge helps her to keep her knowledge relevant and up to date. However, she does not routinely identify and use professional development opportunities to further extend her teaching skills and knowledge.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of safeguarding. She knows how to recognise any signs that children may be at risk of harm or exposed to extremist behaviour. The childminder knows how to contact relevant agencies in her local area to seek advice or to make referrals. She has a clear safeguarding policy in place, which she uses to underpin her good practice. The childminder undertakes regular safeguarding training to keep her knowledge relevant and up to date. She regularly assesses risks in her home and garden so that children can play and learn safely.

What does the setting need to do to improve?

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

- identify and use a wider range of professional development opportunities to further enhance teaching skills and knowledge.

Setting details

Unique reference number	149268
Local authority	Hertfordshire
Inspection number	10289472
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	27 November 2017

Information about this early years setting

The childminder registered in 1990 and lives in Stevenage. She operates all year round, from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector
Jill Hardaker

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 her evaluation of the childminder.
- The inspector and the childminder looked at the areas of her home that she uses with children, and they discussed how she plans her curriculum and operates her practice.
- The inspector observed the childminder joining in activities with children, and she discussed the learning that was taking place with her.
- A sample of policies and procedures was looked at by the inspector. These included documents relating to the suitability of household members, safeguarding and complaints.
- The inspector took account of the views of parents, and she 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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