

Childminder report

Inspection date:

2 May 2023

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Children feel settled in this homely, nurturing environment. They enjoy exploring a range of activities and resources that support their various interests. Children form close bonds with one another and their childminder, who engages well with them in all activities. For example, the childminder enthusiastically joins children in competing in a board game tournament.

Children are sociable and show high levels of confidence. They talk enthusiastically to visitors about their time at school and engage them in their play. For example, children demonstrate the new dances they have learned at school, and encourage visitors to join in. Children are excited to discuss the activities they complete with their childminder. They are keen to show visitors the flower paintings they made, and explain how they created the various different textures and effects.

Children show high levels of curiosity in their play. The childminder encourages this by asking age-appropriate questions and encouraging children to explore their ideas further. For example, children are planting sunflowers. They discover partially grown seeds hidden in the bag of soil. The childminder encourages children to plant them in pots and guess what type of flowers will grow.

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

- The childminder supports children's growing independence well. She encourages them to complete age-appropriate tasks with minimal intervention. For example, children clear away their own plates and cups after eating snacks. They independently place their coats and bags away on arrival, understanding that this will keep them safe.
- Children are kind and considerate towards one another. They take turns well during activities, allowing their friends to select which game to play first. Children demonstrate high levels of empathy and support one another well emotionally. For example, children discuss their concerns about changing schools. They offer their friends advice and reassurance to try and put them at ease.
- The childminder supports children's transitions well. She engages well with children to explore their concerns. She provides emotional and practical advice to help children settle well in their new environment. For example, the childminder prepares children well for their move to high school. She supports them in developing strategies to keep themselves and others safe.
- Parents speak highly about the childminder. They comment on how their children enjoy their time in the setting. They value the high-quality, flexible care she offers and acknowledge the positive impact this has on themselves and their

children.

- The childminder places sharp focus on supporting children's behaviour. She provides children with a clear understanding of behaviour expectations and why boundaries are necessary. For example, children understand they must sit at the table while eating and drinking to keep themselves safe. The childminder works closely with families to implement consistent strategies. This supports children's behaviour, both in the setting and at home.
- Children are developing a good understanding of healthy lifestyles. They enjoy an excellent choice of healthy snacks after school. The childminder uses this as a learning opportunity. She discusses with children the importance of eating a variety of different fruits and vegetables. Children have plenty of opportunity for outdoor play. They have daily access to the large secure garden and enjoy regular trips to local parks.
- The childminder reflects well on the care she provides. She seeks feedback from parents and other professionals to ensure she continues to meet the needs of all families. The childminder embraces opportunities to develop her knowledge further. She completes numerous online and face-to-face training. This ensures she remains up to date with changes in practice and legislation.
- Children's safety is paramount. The childminder conducts regular risk assessments of all areas of her home and garden. This ensures the environment remains safe for all children. Children are encouraged to develop a good understanding of how to keep themselves safe. For example, children know not to run ahead when walking home from school. They play their 'lamp post' game to ensure they are always safe and close to their childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has strong safeguarding knowledge. She understands the signs and symptoms which could indicate a child is at risk of harm. She demonstrates strong knowledge of the correct process to follow when reporting concerns to the appropriate authority. The childminder ensures all essential first-aid and safeguarding training is kept up to date. She conducts regular risk assessments on all areas of her home and when on trips out. The childminder supervises children well during all activities and when transporting children to and from school.

Setting details

Unique reference number	149443
Local authority	Hertfordshire
Inspection number	10280714
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	5 to 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	11 September 2017

Information about this early years setting

The childminder registered in 1994. She operates from 7.30am until 9am and from 3.20pm until 5.30pm, Monday to Friday during school term time only.

Information about this inspection

Inspector

Antonia Campbell

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 provider and has taken that into account in their evaluation of the provider.
- The inspector considered the views of parents by reviewing feedback letters.
- The inspector looked at relevant documents, including evidence of the suitability of all persons living at the premises.
- The inspector observed the interactions between the childminder and children during activities.
- The inspector spoke to the childminder and children at appropriate times during the inspection.

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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