

Childminder report

Inspection date:

5 September 2023

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

Met

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 move around her welcoming home with confidence, showing a strong sense of belonging. Children are keen learners and are excited to explore the range of activities on offer. The childminder builds her curriculum around children learning needs. This results in children being constantly challenged and, consequently, they make good progress in all areas of learning. Children enjoy sharing books with the childminder. They offer their ideas of what might happen next in stories. Children have exceptionally strong speech and language skills.

Children have many opportunities to be outside. They enjoy making marks with water and chalks. Children are very inquisitive and enjoy watching the water dry up in the warm sunshine. At other times, they play imaginatively in the playhouse. Children change their voices and expressions as they take on different roles in their play. Children are learning how to take care of themselves. For example, they know to wear hats when they are in the sun and talk about how sunscreen stops them from burning. Children play together very well and their behaviour is excellent.

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 experiences they have at home and finds ways to close any gaps in children's learning. The childminder works very closely with other settings and schools children attend. This promotes continuity in children's learning and development.
- Children are gaining vital skills that prepare them well for their future education. They use scissors with skill and precision as they cut out pictures. Children who are soon to move on to school, can sound out their names and write recognisable letters and numbers.
- The childminder skilfully teaches children mathematics. She uses daily routines such as snack times. For example, the childminder talks about fruit which is whole and which is cut in half. Children quickly learn that a whole is one item and halves are two.
- Children learn to manage their personal care needs independently. This helps them to develop their confidence and self-esteem. For example, they attend to their own toileting needs and know when they need to wash their hands.
- Parents speak positively about the childminder. They say their children are very happy to attend her setting and develop a close bond with her. Parents state the childminder provides a nurturing environment for children and that they are making good progress under her care.
- Children engage in meaningful activities linked to starting school. They dress cut out figures in school uniform and talk about their experiences of buying their

own uniforms. The childminder talks to children during these activities. She responds sensitively to children, when they express that they do not know how they feel about starting school.

- The childminder has links with other childminders. This provides her with opportunities to share good practice and hold professional discussions with others. The childminder undertakes statutory training, such as covering first aid and safeguarding. However, she does not routinely identify and use other professional development opportunities to further extend her teaching skills and knowledge.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has strong safeguarding knowledge. She understands how to recognise signs that children may be at risk of harm or extremist behaviour. The childminder has good knowledge of the procedures to follow in the event of any concern about a child. She also knows how to report any allegations made against herself or anyone in her household. The childminder has a clear safeguarding policy in place, which she shares with parents and uses to underpin her good practice. She regularly risk assesses her home and garden to make sure all areas are safe for children to use.

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	149656
Local authority	Hertfordshire
Inspection number	10289025
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	4 to 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	9 November 2017

Information about this early years setting

The childminder registered in 1981. She lives in Hitchin, Hertfordshire. The childminder operates her service all year around from 7.30am to 6.15pm, Monday to Friday, except for bank holidays and family holidays. She has a relevant 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 her and has taken that into account in her evaluations.
- The inspector and the childminder looked at the areas of her home that she uses with children and discussed how she plans her curriculum and 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. These included documents relating to the suitability of household members, 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 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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