

Childminder report

Inspection date: 11 October 2021

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are happy and display high levels of confidence. They are keen to help with daily tasks, such as preparing snack. Children are learning how to keep themselves safe and healthy. They describe knives as being 'sharp, like scissors' and use them correctly. Children understand the benefits of a healthy lifestyle. They explain how sugar in food is not good for their teeth and know to eat plenty of fruit and vegetables. Children know how to take turns and share. They are content in each other's company and spend prolonged periods in imaginative play. Children's behaviour is good.

Children demonstrate a good understanding of the world. For example, they talk about the changes they see in autumn. Children display good speaking and listening skills as they discuss how leaves change colour and conkers fall from trees. Their dexterity and small-muscle skills are developing well. This is clearly evident as they skilfully use both hands to thread conkers on to strings. Children concentrate on their chosen tasks and are very pleased when they succeed.

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

- During the first COVID-19 (coronavirus) national lockdown, the children did not attend the childminder's setting. The childminder sought ways she could support their learning effectively at home. She provided resources and activities for parents to use with their children. The childminder reports this helped children to not fall behind in their learning and they continued to make progress.
- The childminder places a strong emphasis on children's health and well-being. A daily exercise routine is enjoyed by all. Children know to gently warm up their bodies with stretching exercises. They engage in aerobic exercise with enthusiasm and talk about how they feel their bodies getting warm. Children benefit from further exercise outside in the garden and on visits to parks.
- The childminder gathers useful information from parents about what children can already do when they start at her setting. She successfully weaves what children need to learn next in exciting and challenging activities. The childminder's overall effective teaching helps children to build their skills and knowledge to support their future learning. She skilfully teaches children mathematics, such as by talking about 'halves' as they chop fruit. Parents are consistently encouraged to contribute information about their children's learning and development at home.
- The childminder builds strong partnerships with other settings children attend. She regularly discusses children's development with their key persons. The childminder takes note of where there are any gaps in children's development. She works closely with key persons at other settings and they adopt the same strategies to enable gaps to be closed.

- Children's early literacy skills are developing well. They draw detailed pictures, such as recognisable people, and explain who each figure is. Younger children give meaning to the marks they make. Children look at words on pictures and understand that the words relate to what they can see. These activities help to prepare children for their future learning at school.
- Parents speak positively about the childminder. They say that their children are happy and thrive in her care. The childminder regularly shares information with parents, which helps them to have a good understanding of their children's learning and development.
- The childminder reflects on, and evaluates, some areas of her practice. For example, recent changes to her garden have enabled children to be more actively engaged in outdoor learning. The childminder incorporates the views of parents and children to help her drive improvement. She undertakes some training to help her to keep up to date on regulations. However, the childminder does not place a sharp enough focus on professional development to help her to develop her teaching skills to the highest levels.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a comprehensive knowledge of safeguarding and child protection. She keeps up to date with child protection legislation through training courses and research. The childminder can identify the signs and symptoms which may indicate that a child is at risk of harm. She is also aware of who to contact if she is concerned about a child in her care. The childminder has a wide range of policies to support her good practice and promote children's safety and welfare.

What does the setting need to do to improve?

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

- focus more precisely on professional development opportunities, to raise the quality of teaching and learning to an even higher level.

Setting details

Unique reference number	2503492
Local authority	Hertfordshire
Inspection number	10191794
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	2 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Watford. She operates all year round from 7.45am to 5.45pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate 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 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The inspector and the childminder looked at the areas of the childminder's home that are used 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, including 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 account of parents' views 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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