

Childminder report

Inspection date: 24 November 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 confident and demonstrate strong social skills. They chat to visitors and are keen for them to join in their play. Children are inquisitive and spend time investigating how electronic toys work. For example, they press buttons and pull levers to make toy dinosaurs make noises and move. Children show delight in their achievements. They smile and laugh when adults pretend to be scared by the dinosaur's roar.

Children display strong attachments to the childminder. They often go to her for a cuddle and enjoy her interactions as they play. A simple game of ball rolling demonstrates their fun and friendly relationship. Children show their developing understanding of mathematics, such as when they count to three before rolling the ball. Children's understanding of positional words is good. They show this as they describe where the ball has gone, such as 'under the table'. Children make their views known to the childminder. For example, when it is time for a snack, they ask for one more ball-rolling turn. The childminder respects their views. This contributes to the good behaviour that children demonstrate.

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

- The childminder recognises that some children have not had many social interactions through the COVID-19 pandemic. This has resulted in some gaps in their development. The childminder meets regularly with other childminders and their children. She is confident that these interactions promote children's social development as they widen their friendship groups.
- Children have strong communication and language skills. They hear words in different contexts, such as when the childminder chats to them as they play. Children accurately use descriptive words as they talk about what they are doing, such as rolling the ball.
- The childminder follows children's interests. She focuses on what they need to learn next. She uses good questioning with children to challenge their skills. For instance, when children ask if specific dinosaurs roar, the childminder asks them to look if they can see a button to press. Her effective teaching contributes to the good progress children are making.
- The young children currently attending are learning how to use books for enjoyment and to gain information from. The childminder helps them to find out about penguins and the part of the world where they live. Children are curious and ask lots of questions. They match picture cards showing fish, to pictures in books. Children then take the cards to the fish tank, showing how they are making links in their learning.
- Parents speak positively about the childminder. They say their children are happy and settled with her. The childminder regularly shares information with

parents. This helps parents to have a good understanding of their children's learning and development.

- The childminder places a strong emphasis on outdoor learning. Children benefit from a wide range of experiences. They enjoy walks in the local community and play in the garden. The childminder talks about how much they stop and investigate the natural world. Recent changes to the childminder's garden mean that the space is now accessible all year round. Children have space to be active and engage in imaginative play.
- The childminder undertakes mandatory training and networks with others. This helps her to keep her knowledge, such as on first-aid, relevant and up to date. The childminder talks about challenges she has faced during the COVID-19 pandemic, such as moving house. Consequently, she has not placed a sharp enough focus on her continuous professional development and ongoing plans, to help her to continually develop her knowledge and ongoing practice.

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. She shares these with parents so that they understand her role and responsibility to keep children safe.

What does the setting need to do to improve?

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

- continue to reflect and evaluate the good practice in place, and more precisely identify ongoing professional development opportunities.

Setting details

Unique reference number	2527869
Local authority	Hertfordshire
Inspection number	10208356
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Stevenage. She operates term-time only from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays.

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 childminder.
- The inspector looked at the areas of the childminder's home that she uses with children and discussed how she operates her practice.
- The inspector observed the childminder joining in activities with children and discussed with her the learning that was taking place. They discussed the progress that children are making.
- A sample of policies and procedures was looked at by the inspector, which included documents relating to the suitability of household members, safeguarding and complaints.
- The inspector took into account the written 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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