

Childminder report

Inspection date: 10 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's homely and nurturing environment. Children are exposed to a wide range of picture books and develop a love of stories. The childminder models language well. She reads to the children in a way that excites and engages them. Children join in the story with familiar phrases they know and are encouraged to use props to help tell the story. They develop a good vocabulary through songs and rhymes. Children requests songs by name, then smile as they sing a variety of songs with actions.

Children articulate what they know and understand in an age-appropriate way. For example, they hold thoughtful conversations with the childminder about the toy truck going uphill and downhill. Children benefit from regular visits to local parks, farms and the library. They enjoy taking part in different seasonal events, such as the 'birdwatching weekend', and make cardboard binoculars and go birdwatching. Children behave well and display positive attitudes towards their learning. They enjoy singing songs while they wash their hands, using the nursery rhymes to time if they have washed their hands for long enough. The childminder explains the importance of looking after their health and hygiene to keep germs away before snack time.

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

- The childminder uses world events and the local area to construct a curriculum that is ambitious and is designed to give children the knowledge they need to succeed in life.
- Children's oral health is promoted well. The childminder has provided a role-play area set up as a dentist's surgery. She involves children in discussions to develop their understanding of how to look after their teeth.
- The childminder values the child's voice and promotes early talking through active listening, repetition and encouraging back-and-forth conversation. She uses all opportunities to develop children's language. For example, she encourages children to look out of the window while having snack and say what they see.
- The childminder has a sequenced curriculum that builds on what children already know and can do. She carries out regular checks of their development and discusses their progress with their parents. The childminder identifies what the children need to learn next and skilfully plans activities based on the children's interests.
- Children develop their fine motor skills through thoughtful activities planned by the childminder. They show good control and coordination, in both large and small movements appropriate for their stage of development.
- Parents speak positively about the childminder. They feel reassured that their

children are happy and well cared for in the childminder's clean and safe home. Regular communication between the childminder and parents ensures they are well informed about their child's progress and feel involved in their learning.

- The childminder introduces early mathematical concepts, for example, as children count teddy bears and sort different toys by colour. However, children quickly lose interest if this is knowledge they already have securely embedded, and they are not challenged further.
- Children have formed secure and positive attachments with the childminder. They respond promptly to her requests and readily follow her instructions.
- The childminder takes part in regular professional development opportunities to improve her practice. For example, she completes online courses to further her understanding of child development. This helps the childminder to keep her knowledge up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to safeguard children. She completes regular training to ensure that her knowledge is up to date. The childminder has policies in place to follow should she need to raise concerns regarding children's welfare to other agencies. She understands how to deal with allegations against herself or a member of her household. The childminder regularly updates her safeguarding training, so she is familiar with any changes to safeguarding requirements. She uses risk assessments and daily checks of her home effectively to help keep children safe. She supervises children well, ensuring they are always within her sight or hearing.

What does the setting need to do to improve?

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

- review the curriculum for mathematics so that it offers children further challenge and extends learning.

Setting details

Unique reference number	2617020
Local authority	Hertfordshire
Inspection number	10276088
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	0 to 2
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 2021 and lives in Stevenage. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Louise Jennings

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 their evaluation of the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder shared a sample of documents with the inspector, including evidence of the suitability of those living on the premises.
- The inspector carried out a joint observation of a mathematics activity with the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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