

Childminder report

Inspection date: 22 November 2022

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 demonstrate that they feel happy in the care of the childminder and her co-minder. They move around the learning areas with confidence and show a strong sense of belonging in the setting. Children are learning how to play cooperatively. They share and take turns very well and their behaviour is good. Children have secure routines and know what is expected of them. They tidy away toys before moving on to their next activity and show pride in their achievements.

Children engage in play and learning extremely well. They use their fingers precisely to hold small cereal hoops and thread them on to pieces of spaghetti. Children persevere with these tasks, needing little involvement from the childminder. Older children correctly count how many hoops they have used. They are beginning to recognise numbers on cutters, especially the ones related to their ages. Children show their developing imaginations, for example, when they pretend the spaghetti is a magic wand. Children have fun learning and repeating words such as 'abracadabra'. This adds to their already strong vocabulary.

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

- The childminder is aware of where children are in their development. She observes them closely and uses her observations and assessments to identify what children need to learn next. She identifies where there are gaps in children's learning and looks for ways to close these. She works in partnership with parents and other professionals. Children are making good progress.
- Parents speak positively about the childminder and her co-minder. They state that the childminders provide a friendly, family-oriented environment where children flourish. Parents appreciate the many outings and experiences their children have. They say that information sharing between the childminder and themselves is very good.
- Children show how they are developing a keen interest in literacy. While they make caves out of dough, children remember and recite a favourite story where a bear was found in a cave. They recall the sequence of events very well. Children cross over two pieces of spaghetti and say they have made an 'X' for xylophone.
- The childminder helps children to develop healthy lifestyles. They have daily exercise in the garden, at parks or at soft-play centres. At mealtimes, children relish the healthy, nutritious food provided for them. The childminder talks to children about the importance of teeth brushing as they pretend to do this during their play.
- Children's speech and language skills are strong and they constantly chat to the childminder and to each other. Mealtimes are highly sociable occasions and children enjoy talking about themselves and looking for differences in each

other. However, at times, the childminder directs her attention to the older, more confident children. This results in some of the quieter children not being fully included in conversations.

- The childminder establishes good working relationships with other settings that children attend and communicates effectively with them. She works together with staff from those settings to develop strategies to close any emerging gaps in children's learning. Transitions for children, between the settings they attend and their home, are good.
- The childminder works in close partnership with her co-minder. They actively reflect on their practice and look for ways to continually develop and improve the service they offer. The childminder precisely identifies professional development opportunities which help to raise her knowledge and skills. She describes how training on communication and language development has helped her to support children's speaking skills more accurately.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe and promote their welfare. She knows how to recognise any signs that children may be at risk of harm or extremist behaviour. The childminder has the contact details for relevant agencies in the local area. This enables her to swiftly seek advice or to make referrals if she needs to. She has a clear safeguarding policy which she uses to underpin her good practice, and undertakes regular safeguarding training to keep her knowledge relevant and up to date.

What does the setting need to do to improve?

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

- maximise opportunities to build on younger children's early language skills by giving them more opportunities to join in with conversations.

Setting details

Unique reference number	2629679
Local authority	Hertfordshire
Inspection number	10261085
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 4
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Welwyn Garden City. She operates from 7.30am to 6pm, Monday to Friday, all year round, apart from bank holidays and family holidays. The childminder works in partnership with a co-minder.

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 the childminder and has taken that into account in her evaluation of the provision.
- The inspector looked at the areas of the house that are used for the care of children and discussed with the childminder how she develops her curriculum and operates her practice.
- The inspector observed the childminder and her co-minder joining in activities with children and discussed the learning that was taking place with them.
- The inspector looked at a sample of policies and procedures, which included documents relating to safeguarding and complaints procedures.
- The inspector took into account the written views of parents and discussed the childminder's reflections on 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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