

# Childminder report

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Inspection date: 22 October 2019

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children settle quickly with the childminder and demonstrate secure attachments to her. They are confident and demonstrate strong social skills. For example, they welcome visitors and chat to them about what they are doing. When toddlers need reassurance, they know the childminder is close by and readily seek her out for cuddles. Children know where to find resources they want to use. For example, they have a keen interest in books and know these are available to them in the living room.

The childminder provides many opportunities for children to be active. They enjoy visits to parks where they use large equipment. Inside the house, toddlers have lots of opportunities to practise early walking skills. They also show good balancing and coordination skills as they ride on toy cars up and down the hallway. The childminder ensures children have clear space where they can play safely.

The childminder has a good understanding of children's development levels. She carefully considers what children need to learn next. The activities the childminder plans for children offer them challenge suitable for their development levels. For example, as toddlers explore a pumpkin, they enjoy feeling the seeds and flesh. The childminder encourages older children to talk about shape, such as the triangular-shaped eyes.

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

- The childminder is vigilant in providing a safe environment for children. She is especially careful when building work is in progress. The childminder carries out detailed risk assessments, which she regularly reviews as the work progresses.
- The childminder builds effective partnerships with other settings that the children attend. She regularly shares her observations and assessments with children's key persons. The childminder takes note of what children are learning about and provides activities based on the same themes. This helps to further complement children's learning.
- Children are making at least good progress. They demonstrate their prior learning extremely well. For example, when they use books, they name the characters and describe the sequence of events in stories with precise detail.
- The childminder shows children respect. One way she does this is by asking for their permission to take their photographs. The childminder shows children the photographs before she shares them with parents. This helps children to know that they can openly express their opinions.
- Children's behaviour overall is good. The childminder helps children to understand how their choices affect others. For instance, she asks them to think about how other children might be feeling when they choose not to share.

- Parents speak positively about the childminder. They say they have a good understanding of their children's learning and development. Parents say children show excitement on the days they know they are going to the childminder's house.
- The childminder takes children to different groups in the community. She talks about how she uses these groups to further children's interest and learning, such as in music.
- The childminder reflects on her practice and looks for ways in which she can develop her knowledge and teaching skills. She undertakes research and training and this has a positive impact on her practice. The childminder is currently reflecting on how to further develop her environments both inside and outdoors. She talks about how this will give children more choice of where they want to play and learn.
- Children are developing generally good communication and language skills. Toddlers know how to use words to express their choices and needs. However, the childminder does not always support children to make more rapid progress with their speaking skills. For instance, she does not routinely model back to children the correct sequencing of words in sentences.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to recognise and respond to any signs that children may be at risk of harm or extremist behaviour. She knows how to pass on concerns to the relevant agencies. The childminder talks about the importance of undertaking training in her local area. She feels this helps her to know of any issues in and around her local community so she can be extra vigilant in safeguarding children. The childminder has secure policies and procedures in place that she uses to support her good practice.

## **What does the setting need to do to improve?**

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

- provide further opportunities for children to hear how to format words into correct sentences, to support more rapid communication and language development.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY221950                                                                          |
| <b>Local authority</b>             | Hertfordshire                                                                     |
| <b>Inspection number</b>           | 10063546                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 1 to 9                                                                            |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 7                                                                                 |
| <b>Date of previous inspection</b> | 8 July 2015                                                                       |

## Information about this early years setting

The childminder registered in 2002 and lives in Tring. She operates all year round from 7.45am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Jill Hardaker

### Inspection activities

- 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 the learning that was taking place with her.
- A sample of policies and procedures was looked at by the inspector, which included documents relating to 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 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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