

Childminder report

Inspection date: 13 April 2023

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

The provision is good

The young children the childminder currently cares for demonstrate they feel happy and safe in her home. They engage well in independent play and during activities the childminder plans for them. Children are developing strong physical skills. They use small pincers to pick up pieces of dough and replace lids on pens with ease. Children are pleased with their own achievements. They show this by raising their arms in the air, smiling and shouting 'yeah'. They relish the praise and encouragement they receive from the childminder and older children.

Children are developing good independence, they readily tidy away toys when the childminder asks them to. They know what the childminder expects of them. For example, children know they have to wash their hands before eating or after stroking the dog. Children join in songs and rhymes with movement and dancing. They move with purpose and enthusiasm as they enjoy the positive interaction with others. Children know where to find their water bottle and have regular drinks to keep hydrated. Children's behaviour is good.

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

- The childminder knows where children are in their development and has clear next steps for learning in place for them. She tracks the progress children are making and clearly identifies where any extra support is needed. Children are making good progress.
- Parents speak positively about the childminder. They state their children settle well with her and are very happy to attend. Parents are pleased with the information the childminder shares with them, as it helps them to know the progress their children are making.
- Children thoroughly enjoy books and listen well as the childminder shares stories with them. They are learning how to gain information from looking at pictures and feeling different textures in books. Young children know how to use books independently. They climb onto the sofa and pretend to read, using babble, sounds and expression.
- The childminder is keen for children to learn about mathematics. Her teaching is good and she models mathematical language well. She counts with children as they play, and children copy and join in. Children are learning how to match by colour. They show this as they easily match up pens and lids.
- Young children are beginning to enjoy role play. The childminder interacts with them to extend their learning. For instant, she acts out how to use the play tools to be a builder. Children join in and demonstrate how they are developing their creativity and imagination.
- Children's speech and language skills are developing well. They are learning how to use words to make their needs known and to join in conversations. The

childminder explains how she supports children who speak English as an additional language to make good progress. She uses clear words and picture prompts to help children to communicate.

- The experienced childminder strives to provide the best care and education for every child. She works closely with parents to help them to support children's learning at home. The childminder has some communication with staff at other settings children attend, such as around early years funding. However, she does not readily share her detailed assessments and knowledge of children with them, to promote further continuity in children's learning.
- The childminder places a high focus on continuous professional development. She regularly undertakes training and watches webinars on areas of practice she wants to further develop. This has a positive impact on her knowledge, practice and teaching skills.
- The childminder works closely with other childminders. She talks about how she benefits from their peer support. Children enjoy meeting with others and this widens their experiences and social opportunities. The childminder uses her valuable experience to mentor childminders who are new to the profession.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to recognise signs that children may be at risk of harm or extremist behaviour. She knows how to contact relevant agencies in her local area, to seek advice or to make referrals. The childminder has a clear safeguarding policy in place which she bases her strong practice on. She shares her policies with parents to help them to understand how she keeps children safe. The childminder talks about other ways she keep children safe, such as by regularly assessing risk in her home or on outings she takes children on.

What does the setting need to do to improve?

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

- build stronger partnerships with other settings children attend in order to promote further continuity in their learning.

Setting details

Unique reference number	EY233635
Local authority	Hertfordshire
Inspection number	10279991
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 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	5 September 2017

Information about this early years setting

The childminder registered in 2002. She lives in Welwyn Garden City, Hertfordshire. The childminder operates all year round, from 8.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a level 3 qualification.

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 provider and has taken that into account in her evaluation of the setting.
- The inspector and childminder took a tour of the premises and discussed how she plans her curriculum and operates her practice.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her. They also discussed the needs of individual children and talked about the progress they 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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