

Childminder report

Inspection date: 28 March 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

Children are happy and confident and demonstrate they feel settled and secure with the childminder. They are keen learners and are excited to explore the range of activities on offer. Babies enjoy exploring different materials, toys and resources. They listen to sounds as they shake rattles and press buttons on toy phones. Older children show their developing understanding of mathematics. They can recognise numbers and count out the corresponding number of small resources to match. Children are learning how to do things for themselves, for example they proudly show how they can put their puddle-suits on. Children are kind and caring towards babies, such as they help them to join in with action rhymes. Babies enjoy this positive interaction which they show through smiling and dancing.

Children have many opportunities to be outside. They enjoy running around the garden in the rain and riding on scooters. Children show how they are learning about the natural world. They clearly explain how they are using magnifying glasses to look for slugs and snails, as these creatures like rainy days. Babies enjoy watching bubbles, they kick their legs and wave their arms to pop them. Children are learning how to cooperate with each other, share and take turns. They listen to the childminder and respond well to the rules and boundaries that she puts in place.

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. The childminder identifies where there are gaps in children's learning. She adapts her teaching methods to support each child to make good progress.
- Children are developing a love for books and enjoy sharing stories with the childminder. Older children share books with babies. They show how they are learning the sequence of stories as they gain information from looking at pictures. The childminder's positive prompting enables children to finish their storytelling sessions.
- Parents speak positively about the childminder. They say their children are very happy to attend and are making good progress. Parents value the many outings and experiences the childminder provides for their children. The childminder provides parents with daily feedback on the progress their children are making.
- Children's communication and language skills are developing well. They hold in-depth conversations with each other and adults. Children discuss topics which are relevant to their activity. For example, as they eat snack, they talk about what food is a fruit and what is a vegetable. Children show their developing understanding of healthy eating as they discuss and debate with each other.

- Children have many opportunities to develop their physical skills. Babies pull themselves up to standing and cruise around the furniture with ease. Children practise using their hands as they pick up small objects with pincers, both inside and in the garden.
- The childminder plans good activities for older children. This help them to gain early skills they need as the foundation for their future learning. Children engage well in activities based on mathematics and literacy. However, the childminder does not always consider how she can involve the younger children in a wide range of learning experiences.
- The childminder works in close partnership with another childminder. They actively reflect on their practice and look for ways to continually develop and improve the services they offer. The childminder precisely identifies professional development opportunities, which help to raise her knowledge and skills. She talks about how she is undertaking training on working with young children. This is helping her to prepare for changes in her practice, when older children move on to school.

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 clearly explains the procedure she would follow to report any concerns to the relevant agencies. She has a clear safeguarding policy in place, which she shares with parents and uses to underpin her good practice. The childminder undertakes regular safeguarding training to keep her knowledge relevant and up to date. She look at ways to reduce risks to children such as by adding locks to gates, this enables children to stay safe in the garden.

What does the setting need to do to improve?

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

- enhance the learning opportunities for the youngest children by exploring ways to engage them in a wider range of activities.

Setting details

Unique reference number	EY256481
Local authority	Hertfordshire
Inspection number	10280115
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 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	10 August 2017

Information about this early years setting

The childminder registered in 2003 and lives in Letchworth. She operates from 8am until 4.30pm Monday to Thursday all year round, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

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 her and has taken that into account in her evaluations.
- The inspector and the childminder looked at the areas of her home that she uses with children 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.
- A sample of policies and procedures was looked at by the inspector. These included documents relating to the suitability of household members, safeguarding and complaints.
- The inspector took into account the 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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