

Childminder report

Inspection date: 14 January 2020

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

The provision is good

Children develop an affectionate bond with the childminder. They show they feel safe in her care and cuddle into her when they are in need of comfort. Children adapt well to new social situations and are keen to express their preferences.

Children show high levels of curiosity and enjoyment. They are eager to engage in role play with the childminder, who provides them with imaginative ideas. Children enjoy games that challenge them to find and match shapes, such as a triangle or a star. They have ample time to explore and make arrangements with colourful, magnetic shapes. Children's interests are used well. For example, children with a love of trains concentrate as they attempt to slot the pieces of a train track together. This helps them to develop good use of their smaller physical skills. Children revel in praise for their achievements. They enjoy clapping along with the childminder to demonstrate their success.

Children become familiar with the childminder's fair and consistent expectations of behaviour. They listen and respond promptly to simple instructions, such as by helping to tidy away the toys before story time. Children learn that they must share resources with the other children and may sometimes need to wait for their turn.

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

- The ambitious childminder aims to provide the highest quality of care for children. She welcomes feedback from both parents and children to help her reflect on and continually improve her practice.
- The childminder works closely with the other settings children attend to help promote consistency in their learning and development. For instance, she provides guidance to other professionals on how to best support children's toileting needs.
- The well-qualified childminder knows how to promote children's learning. For example, she is aware of the need to first focus on developing children's larger muscles to support their early writing skills. She uses assessment well to inform her teaching and help children to gain essential life skills.
- The childminder carefully considers her plans to include local activities that children will gain the most enjoyment from. For instance, she attends a weekly 'rhyme time' with children who like to sing. The childminder receives regular compliments about their high levels of participation during these sessions.
- Children learn new words rapidly and use these to communicate in their play. As children play with the toy zoo animals, they describe the elephants and tigers as 'big', 'little' or 'small'. Children show an understanding of positional language as they look 'inside' a box and 'under' resources to search for animals that the childminder encourages them to find.

- Children have many opportunities to learn about different cultures. For example, they take part in a wide range of craft activities and taste foods from around the world. Children celebrate their birthdays with the other children through a special breakfast and party games that the childminder organises.
- Children enjoy a selection of nutritious snacks and meals each day. They engage in conversation with the childminder about the benefit of exercise on their bodies. These activities help to promote children's good health. Children know that they only have a set time to spend on electronic devices after dinner.
- Parents refer to the childminder as an absolute lifeline and say their children have grown into happy, kind, caring and confident individuals. They especially appreciate the wide range of activities and adventures their children take part in. Children say the childminder is beautiful, kind and always there to help.
- The childminder has future plans to make training more accessible for herself and other local providers. However, these arrangements to further enhance her professional development are still at the early stages.
- At times, the childminder does not organise or adapt young children's daily routines to be highly responsive to their individual care needs. She does not always allow enough time for children to develop their independence to the very highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an extensive understanding of child protection issues and completes regular training to ensure her knowledge remains up to date. She is aware of current local issues that the children in her care may face and the signs and symptoms that could indicate they are at risk of harm. The childminder knows the correct reporting procedures in line with the local authority guidelines. She understands her responsibility to take action as needed, in order to promote children's welfare. The childminder talks to children about safe use of the internet and ensures they know where to gain support.

What does the setting need to do to improve?

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

- evaluate the plans in place to enhance training opportunities and achieve a programme of professional development that is highly effective
- review the daily routines for younger children to be even more responsive to their changing care needs and further promote their independence.

Setting details

Unique reference number	EY268764
Local authority	Hertfordshire
Inspection number	10127109
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	16 December 2015

Information about this early years setting

The childminder registered in 2003 and lives in Hertford. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6 and has early years professional status. She provides funded early education for four-year-old children.

Information about this inspection

Inspector

Rachel Pepper

Inspection activities

- The inspector observed the quality of teaching during activities indoors, and assessed the impact this has on children's learning.
- The inspector discussed the curriculum with the childminder and completed a joint evaluation of the activities that she provides for children.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents and children through written feedback provided.

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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