

Childminder report

Inspection date: 14 October 2019

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 childminder monitors children's progress closely. She accurately identifies areas where they need more support and encouragement and addresses these effectively. For example, she encourages babies to develop their physical muscles. She holds their hands so that they can stand and begin to walk. They smile happily as they move around the room.

Children behave positively. They readily follow the childminder's calm reminders about the rules. The childminder explains clearly why the rules are in place. The childminder models how to share and take turns. She encourages younger children to pass toys to babies gently. This supports their social interactions with one another. Children are kind and caring towards others. Older children gently hug babies while they play.

Children enjoy their time with the childminder. She takes them on outings to a wide range of places, such as playgroups and farms. She uses these outings as a basis to build on children's learning further. For example, she incorporates toy animals into children's play experiences. The childminder skilfully uses these experiences to build on young children's growing vocabulary, such as when she supports them to name the animals they play with and the noises the animals make.

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

- Children settle quickly with the childminder. They feel safe and secure. Babies turn to the childminder for comfort and help when they need it. The childminder knows the children well and recognises their individual needs. For instance, she identifies when babies are becoming tired and compassionately settles them for their naps.
- Parents report that they are happy with the childminder's service. They feel well informed about the progress their children make. The childminder receives a range of information from them before the children start. This helps her to plan relevant activities to support their learning and development. The childminder has strong ongoing communication with parents. They discuss children's well-being and parents relay information from other professionals, such as health visitors. This all supports children's continuity of care and welfare.
- Children explore using a wide range of their senses. The childminder ensures that activities are safe for the children, such as recognising that babies like to explore by putting things in their mouths. Therefore, she prepares edible sensory play experiences so that children can explore by touching and tasting. She skilfully differentiates these activities so that they are appropriate for the age and stage of development of each child. Babies explore different textures

with interest. The childminder offers them verbal reassurance to encourage them. Children use spoons to dig and lift objects out of the bowl. This builds on their hand-to-eye coordination.

- Children learn to take age-appropriate risks. The childminder gives them clear instructions to follow. This enhances children's independence and helps them to stay safe. For instance, they use knives to cut the tops off strawberries at snack time. The childminder explains to them how to hold the knife carefully. She encourages them to hold the strawberry with the other hand so that it does not slip.
- The childminder implements a curriculum that supports children's learning across all seven areas of the early years foundation stage. They enjoy singing familiar songs they hear. They readily join in with actions and dance along to music. The childminder supports young children to begin to explore imaginary play experiences. For instance, she engages them in games where they pretend to cook food in the play kitchen. She encourages children to look at the pictures in the books they choose. They discuss what they can see and this helps children to build on their vocabulary further.
- The childminder provides children with a wide range of resources and activities. Children develop preferences and have favourite toys that they seek out and enjoy playing with. However, the organisation of the resources does not enable younger children to make more independent choices about what they play with.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of how to identify any issues relating to safeguarding. She readily seeks out development opportunities to ensure that her knowledge is up to date. She is aware of the signs of possible neglect and abuse. The childminder keeps contact information for relevant authorities close to hand in case she needs to raise any concerns. This helps her to ensure that this is done in a timely manner.

What does the setting need to do to improve?

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

- develop the learning environment even further to support younger children to access resources for themselves and build on their levels of focus and engagement.

Setting details

Unique reference number	EY302422
Local authority	Hertfordshire
Inspection number	10106300
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	31 March 2015

Information about this early years setting

The childminder registered in 2005 and lives in Watford. She operates all year round from 7.15am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Jennifer Hardy

Inspection activities

- The inspector had a tour of the areas of the premises used for childminding.
- References from parents were reviewed by the inspector. She took their views into consideration.
- The inspector spoke to the childminder and interacted with the children at appropriate times throughout the inspection.
- The inspector observed the childminder's interactions with children. She considered the impact of these interactions on children's learning.

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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