

Childminder report

Inspection date:

5 December 2022

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 curiously explore and are settled and happy. They are encouraged in their interests and respond well to the childminder's loving and calm approach. Children show an interest in singing. For example, children sing 'sleeping bunnies' and lie down alongside one another and put their fingers to their lips to mimic sleeping. The childminder uses rich language to extend children's communication and language. For example, children use more specific words for an orange, such as 'satsuma', and can identify this as a fruit.

The childminder supports the children with care routines so they understand when to wipe their noses and to clean their hands after activities. For example, children discuss cleaning their hands after they have been exploring with sticky glue, and say 'all clean' after independently wiping their own hands. Children show high levels of engagement during role play. They enjoy using tongs to develop their physical skills.

The childminder is responsive to children's play and learning, gently supporting children's imagination by extending their play ideas. For example, the children explore a roller and hold this up to their eyes, and the childminder extends their imaginations by introducing the idea of pirates and boats. The children enjoy play dough activities when they use their hands to roll, pinch and squash. They create 'wiggly worms' and describe textures as 'soft' and 'scrunchy' in their hands. The children have established a strong bond with the childminder and show enthusiasm to learn.

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

- The childminder ensures policies and procedures are up to date to support children and their well-being. She regularly undertakes training in child protection to ensure the safeguarding of children remains a key priority. The childminder is reflective and able to discuss adaptations that can be made to support children and develop their learning.
- Parents speak highly of the childminder and how she has been recommended by other parents. Children are supported with settling in and parents are encouraged to stay and play to further develop the settling-in process. The childminder has built effective parental partnerships and communicates regularly about children's progress.
- Children are supported with engaging in their interests as they develop good opportunities to extend their communication and language. They are able to explore resources and take part in a range of activities. However, sometimes, activities are not best organised to ensure that children are deeply engaged throughout.

- Children have opportunities to explore role play and have an understanding of various foods. For instance, the children use tongs to pick up vegetables, and use an apron to put on over their clothes to work in the kitchen with one another.
- The childminder supports children by promoting positive behaviour and using 'kind hands' during interactions and activities. However, the childminder does not further support children with turn taking to enhance their interactions with one another.
- The childminder supports children with celebrations and how these can be adapted to children's individual needs and their families. Children enjoy outings where they visit local shops in the village and have opportunities to extend their play, both indoors and outdoors.
- The childminder skilfully adapts mark-making activities to support children's current developmental stage in their fine motor skills. For instance, she gives children opportunities to mark make using various tools to support their grip, to help secure this development before moving on.
- Children are able to make independent choices about what they would like to eat. The childminder discusses the positive effects of eating and supports parents with advice on the nutritional value of balanced meals and snacks. Children are supported with frequent and regular drinks of water and they enjoy helping to fill up their own cups.
- The childminder understands children's development and what next steps can further support their learning. Progress checks are created from information about individual children's development with the use of supporting guidance to plan what children will learn next.

Safeguarding

The arrangements for safeguarding are effective.

The childminder undertakes regular training to keep up to date with child protection processes and procedures. She understands wider issues, such as the 'Prevent' duty, and is able to recognise signs of abuse and neglect. The childminder is able to discuss the importance of responding to any concerns and reporting these without delay. She has useful information to help support the safety of all children in her care.

What does the setting need to do to improve?

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

- support children with turn-taking and sharing, to enhance their interactions with one another
- develop the ways in which activities are offered to children to minimise long periods of sitting, to help children deeply engage in learning opportunities

consistently.

Setting details

Unique reference number	EY304673
Local authority	Hertfordshire
Inspection number	10263483
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	3 May 2017

Information about this early years setting

The childminder registered in 2005. She operates all year round, from 8.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Courtney McAllister

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 their evaluation of the provider.
- The inspector observed activities and assessed the impact these had on children's learning. The childminder and the inspector discussed the childminder's intentions for children's learning.
- The inspector spoke to children to find out about their time at the setting.
- The inspector spoke to parents during the inspection and viewed additional written feedback from parents and took into account their views.
- The inspector viewed relevant documentation, such as the childminder's paediatric first-aid certificate, safeguarding procedures and proof of the suitability of household members.

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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