

Childminder report

Inspection date: 9 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 settled in this warm and nurturing environment. They have developed close attachments to the childminder, who takes time to get to know children individually. Children respond to the childminder's positive approach. This successfully enhances their confidence and self-esteem. Children follow the rules and routines of the setting with ease. For example, they know that they need to tidy away toys before getting more resources out, and put rubbish in the bin when they have finished their snack. Children develop skills to support their future learning.

Children display a positive attitude to learning and feel comfortable to access resources that interest them. They immerse themselves in the activities, showing independence and security. For example, they select the toy cars and garage from the storage area and carry them to the living room to explore. Children smile as each car is rolled down the ramp. They remain focused and engaged for extended periods of time. Children are offered regular opportunities to learn about the world around them. They benefit from taking part in visits to local farms, toddler groups and gymnastics, as well as trips further afield such as the safari park. Outings are well planned to build on children's current interests and prior knowledge. Consequently, these experiences help children to develop many skills.

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

- The childminder has a good understanding of child development and uses this knowledge to provide opportunities for children that cover all seven areas of learning. When children first start at the setting, thorough routines are in place to support children's transitions. The childminder regularly liaises with parents to share children's learning and development, as well as discuss ways their learning can be supported at home. As a result, children make good progress from their starting points.
- The childminder implements a well-thought-out curriculum that builds on children's interests and developmental needs. She uses observation and assessment effectively to identify children's next steps in learning. During activities, the childminder describes what children are doing and asks questions to further extend their learning. However, at times, she talks very quickly and answers for children. This does not allow opportunities for children to think and respond to questions to support their communication and language development.
- Children are supported to persevere when faced with a challenge, and this helps to build their resilience and confidence. For example, as they explore the play dough, the childminder gives them time and space to discover how to push the dough through the equipment. The childminder's encouragement and guidance

help children to develop a 'can-do' attitude.

- The childminder incorporates mathematics into her daily teaching. She encourages mathematical language as children sort colours into matching groups and identify shapes from the shape sorter. Together, they count bricks and children then begin to count other objects as they play.
- Partnership working with parents is strong. Parents speak positively about the service the childminder provides. They comment that they can see the progress their child is making, and children 'showcase what they have learnt from the setting' when at home. Parents describe how the childminder goes 'above and beyond', and state that they know they can ask for support when needed.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding. She knows the signs and symptoms of abuse and understands what she must do should she have any concerns about children's well-being. The childminder keeps up to date with mandatory safeguarding training as well as first-aid training. This helps her to respond to concerns, accidents or injuries appropriately. The childminder completes risk assessments of her home to ensure it is a safe place for children to attend. The children are taught how to keep safe around the setting, for example, picking up toys off the floor. The childminder is aware of how to keep children safe when using information technology and teaches older children about the importance of internet safety.

What does the setting need to do to improve?

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

- enhance questioning techniques further through professional development opportunities to enhance children's communication and language skills.
- enhance routines to help children to be as independent as they can be and to make the best possible progress.

Setting details

Unique reference number	EY315537
Local authority	Hertfordshire
Inspection number	10276622
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	2 to 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	25 July 2017

Information about this early years setting

The childminder registered in 2005 and lives in Letchworth Garden City. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Carly Parkinson

Inspection activities

- This was the first routine inspection the childminder received since COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The inspector carried out a joint observation of the children's learning with the childminder.
- The inspector observed interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.

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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