

Childminder report

Inspection date: 16 December 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel happy in the care of the childminder and her co-childminder. They warmly welcome visitors with smiles and waves. The childminder makes sure children who need reassurance are supported well. The childminders provide many resources that children can access freely. Children know what toys they want to use and where to find them. They play alongside each other and share toys. Children's behaviour is good.

Children benefit from daily opportunities to be outside. They enjoy riding around the garden in cars and pretending to make meals in the playhouse. The childminder provides outdoor opportunities for mark making. She is aware of how it benefits young children's muscle development when they use big arm movements. With this in mind, the childminder provides a large board and chalks. Children enjoy making marks and talk about the colours they are using.

The childminder helps children to develop good independence skills. For example, they find their name cards and display these on an attendance board each day. Children enjoy helping with daily tasks, such as chopping up fruit for snack and serving it to the other children.

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

- The childminder takes time to reflect on her practice and to identify areas to improve. She and her co-childminder review their practice each week. They reflect on children's needs and development and identify what they need to learn next. This effectively promotes children's ongoing progress.
- The childminder is proactive in identifying her ongoing professional development. She talks about training she has undertaken relating to teaching boys. The childminder states this has had a positive impact on her practice, as a high percentage of children attending are boys.
- Children are learning how to recognise numbers in the environment. One way the childminder helps them with this aspect of learning is by adding numbers to storage boxes. Both the childminders tell children what number box toys go in as they tidy up. This encourages children to begin to recognise numbers that are clearly sequenced.
- Children are developing good language skills. Babies and young children make their needs known through gestures and sounds. Other children are learning how to engage in conversations with each other and the childminders.
- The childminder shows a good awareness of children's needs and changes her daily procedures to meet these. For example, she makes lunch earlier for children who are getting tired. This has a positive impact on children as they feel content and settle to sleep quickly.

- Children are keen to look at books and to share stories with the childminder. However, the books available for children to use independently are limited. For example, most of them are board books aimed at younger children, and many are in a poor state of repair. Consequently, children do not always learn to handle books correctly and use them for pleasure.
- The childminder provides children with toys and resources to help them to learn basic skills in technology. For example, children readily press buttons and watch what happens. However, the childminder does not provide children with opportunities to use more advanced technological equipment or to find out how to gain information from computers. Consequently, there are some gaps in the childminder's assessments of children's development in understanding the world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to recognise and respond to any signs that children may be at risk of harm. She is aware of how to pass on concerns to the relevant agencies in her local area. The childminder undertakes regular training to help her to keep her knowledge relevant and up to date. She implements her secure policies and procedures into her practice to help her to keep children safe.

What does the setting need to do to improve?

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

- provide a wider range of suitable books for children to learn how to use and enjoy independently
- increase the opportunities available to the older children in using technological equipment and computers.

Setting details

Unique reference number	EY319492
Local authority	Hertfordshire
Inspection number	10127149
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 11
Total number of places	6
Number of children on roll	22
Date of previous inspection	21 April 2015

Information about this early years setting

The childminder registered in 2005 and lives in Bushey. She operates all year round, Monday to Thursday from 7.30am to 6.30pm, except for bank holidays and family holidays. The childminder works alongside her husband, who is also a registered childminder. She holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Jill Hardaker

Inspection activities

- The inspector looked at the areas of the childminder's home that she and her co-childminder use with children and discussed how they operate their 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 that included documents relating to safeguarding and complaints procedures.
- The inspector discussed the needs of individual children with the childminder and talked with her about the progress they are making.

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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