

Childminder report

Inspection date: 11 July 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 are happy and settled in this warm and inviting provision. They eagerly explore the readily available toys and resources. Children learn how to use new equipment, such as magnifying glasses to look at bugs. They count how many legs the bugs have and name the colours they can see. Children are eager to take part in purposeful learning experiences. They investigate blocks of melting ice. They develop their small-muscle skills as they use pipettes and sponges to squeeze water over the ice and watch what happens. They delight as they discover toy dinosaurs emerge as the ice melts.

Children behave well and show respect for the resources and the childminder. They willingly help to tidy up toys when the childminder asks them, and routinely put chairs away after each activity. The childminder has good a knowledge of how to promote positive behaviour. She praises children's efforts, which helps to develop their self-confidence. Children are supported to manage their own emotions and share toys effectively. As a result, children form good friendships with each other. They enjoy playing games together, such as football, and work together to complete puzzles.

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

- The quality of teaching is good. The childminder has a secure understanding of how children learn and develop. She provides interesting play activities that are linked to their interests. She knows what the children can do and what they need to do next to achieve their long-term learning goals. Children have positive attitudes to learning, with a 'can-do' attitude. They develop skills to become resilient learners.
- The childminder provides a balance of adult-led and child-led activities. Children follow their own interests in their play, which leads to them becoming deeply focused on activities. For example, children discover chalkboards where they start to make marks. They talk about the shapes they are drawing, using early mathematical language. The children find magnetic letters to add to the board. The childminder takes the opportunity to teach the children the sounds that letters represent to support their early reading skills.
- Partnerships with parents and other settings children also attend are well established. The childminder shares the children's next steps, which ensures good continuity in their care and education. Transition reports are prepared when children move up to school. Ideas are shared with parents for children to continue learning at home. Parents speak highly of the childminder. They comment on the wide range of activities she provides and how she has helped their children with their developmental milestones.
- The childminder provides a broad range of activities and equipment to reflect

the different areas of the curriculum. However, resources and activities linked to cultural diversity, and opportunities for children to develop an understanding of what makes them unique, are limited.

- Children's language development is well supported. The childminder engages them in meaningful conversation and models language. Babies learn the art of conversation as they babble away. Older children have well-developed conversation skills as they describe what they are drawing to the childminder and explain they need more paper to make more pictures.
- Children enjoy being physically active in the well-provisioned garden. Babies grow in confidence, mastering the art of walking as they push a tricycle up and down. Older children play with hula hoops and skipping ropes. Regular trips to the park and sports day activities with other childminders provide children with experiences of physical challenge in their play. The childminder identifies when children need rest and provides opportunities for them to sleep in a quiet area.
- Independence and self-care skills are promoted well. Children learn how to complete tasks by themselves. Children put their shoes on independently and learn the importance of washing their hands. They learn the value of wearing their sun hats in the hot weather and playing in the shade.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of her safeguarding responsibilities. She can confidently identify any emerging concerns about a child or adult and understands the procedures to follow. This includes safeguarding issues such as county lines. A detailed safeguarding policy holds up-to-date information for the childminder to access if required. The childminder supports children to keep themselves safe in the provision. She reminds them not to run inside and to play safely with equipment in the garden. She uses backpacks with reins to ensure children are safe while walking to school and teaches them about road safety.

What does the setting need to do to improve?

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

- provide more opportunities to develop children's understanding of cultural diversity and help them learn about differences within people.

Setting details

Unique reference number	EY336650
Local authority	Hertfordshire
Inspection number	10231753
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 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	13 September 2016

Information about this early years setting

The childminder registered in 2006 and lives in Great Ashby, Stevenage. She operates all year round, from 7.15am to 5pm on Monday and from 7.15am to 6pm on Tuesday to Thursday. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Emily Woodhead

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors. She discussed children's progress with the childminder.
- The childminder and the inspector carried out a joint observation.
- The inspector looked at relevant documentation, including evidence of the childminder's suitability and safeguarding documents.
- The inspector took account of the written views of parents.

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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