

Childminder report

Inspection date: 13 November 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

Children demonstrate strong attachments to the childminder. They often reach out to her for reassurance and cuddles. The childminder and children have fun together and laughter is often heard. Children play together very well and their behaviour is good. They show a good understanding of how to share and take turns. The childminder sets children suitable challenges as they play. For example, when they consistently build a tower with six pots, she asks them to try and do this to seven. Children are pleased when they succeed.

The childminder understands how physical activity and fresh air benefit children's health and well-being. She is passionate about providing many outdoor experiences for children. For example, they visit zoos and farms, which children thoroughly enjoy. The childminder is aware of children's interests, such as dinosaurs. They enjoy playing with toy dinosaurs in the childminder's home and visiting life-sized dinosaur exhibitions at wildlife parks.

The childminder helps children to understand how to keep themselves safe. For example, she talks to them about using tools safely as they play with dough. Children listen to and respond positively to the childminder. For example, they engage in tidying away toys before moving on to the next activity, when the childminder asks them to.

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

- The childminder gains useful information from parents when children start to attend her setting. This helps her to know what skills children already have. The childminder plans activities based on children's next steps in learning. This helps them to make good progress.
- Children engage well in play and planned activities and demonstrate their developing skills. For example, they show good hand-to-eye coordination as they carefully use tools when playing with dough.
- Overall, the childminder teaches children well through her interactions with them as they play. For example, she tells children the names of shapes as they use cutters and encourages them to count how many they have. This promotes children's mathematical development effectively.
- The childminder provides children with healthy food and talks to them about good hygiene practices. Children show their developing understanding as they talk about how they need to get their hands clean before they eat snack.
- Children often choose to sit at the kitchen table with each other and the childminder. They show good communication and language skills. For example, children engage well in social conversations with each other and with the childminder.

- The childminder is aware of children's interests and makes sure they have favourite toys and resources freely available to them. Children especially enjoy the play kitchen, where they spend time pretending to make meals. They show their developing understanding of how things work, for example by making noises as they press buttons on a toy microwave.
- Children use pencils skilfully to make marks and colour in pictures. They give meanings to the marks they make, for example they talk about features on sea creatures. Children gain information from pictures and talk about different emotions that they feel are portrayed.
- Parents speak positively about the childminder. They say their children are happy and enjoy the many outings she takes them on. Parents say the childminder keeps them up to date on how children are learning and developing. This helps them to support their children's learning at home.
- The childminder has a good support network with other childminders. She talks about this being important for her ongoing professional development. The childminder uses training courses and research to extend her knowledge and teaching skills.
- Children are beginning to show an interest in letters, for example when using letter-shaped dough cutters. However, the childminder does not consistently support them to hear the sounds that letters make, in order to support their future reading skills.
- The childminder talks about how she supports children to be ready to move on to school or nursery. However, when children attend other settings, she is not always proactive in sharing their ongoing development with their key person.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to recognise and respond to any signs of abuse or extremist behaviour. She is aware of how to pass on concerns to the relevant agencies in the local area. The childminder regularly undertakes safeguarding training. She updates her policies and procedures in line with new knowledge and understanding that she gains. The childminder makes sure all eligible household members have suitability checks carried out.

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 for children to hear letter sounds, in order to support their future learning
- develop closer relationships with key persons at other settings children attend, to promote more continuity in children's learning.

Setting details

Unique reference number	EY356597
Local authority	Hertfordshire
Inspection number	10073931
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	8 June 2016

Information about this early years setting

The childminder registered in 2007 and lives in Welwyn Garden City. She operates Monday to Friday from 7.30am to 6pm, all year round, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jill Hardaker

Inspection activities

- The inspector looked at the areas of the childminder's home that she uses for the care of children and discussed how she operates her 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, which included documents relating to safeguarding and suitability checks.
- The inspector discussed the needs of individual children with the childminder and talked with her about the progress they are making.
- The inspector took into account the written views of parents and discussed the childminder's reflections of her practice with her.

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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