

Childminder report

Inspection date: 3 July 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 build secure bonds with the childminder. She is a good role model and supports children to express their feelings and to feel a sense of control over their bodies. For instance, the childminder involves young children in the process of changing their nappies and checks in when playing a tickling game. She asks 'More or no more tickles?' and pays close attention to their behavioural cues as well as their verbal replies. Children are relaxed and happy in the childminder's care. They demonstrate how safe and confident they feel as they navigate the environment with ease.

Children delight in creative activities. They squash, roll and cut pieces of dough to make 'chocolates', which they place in a real chocolate box. Children carefully divide up the dough to put a piece in each section before offering them to the childminder and inspector to pretend to eat. Children relish using a range of materials to create house collages. They explore the feel of corrugated paper, 'scratchy' straw and 'knobbly' twigs. Children practise using their fine motor skills. They use brushes to apply glue and delicately place their chosen collage items on the paper. Children are kind and helpful from a young age. They readily offer toys to others and are eager to use the dustpan to help tidy up.

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

- The childminder knows children and their families well. She uses this knowledge, alongside her ambitious curriculum, to plan interesting and engaging activities that capture children's interest and promote their learning. The childminder also organises a range of stimulating, outings which include music classes and playgroups. These provide children with opportunities to socialise in larger groups and practise specific skills.
- The childminder regularly discusses children's learning and development with parents. She works closely with families to support continuity for children developing skills such as toilet training. The childminder regularly assesses children's progress to identify their next steps in learning and celebrate their achievements.
- Parents speak in glowing terms about the childminder's service. They praise the progress their children have made in her care and note the range of activities and outings she provides. Parents appreciate the quality of information they receive about their children's experiences and progress. They state that she is 'an absolute credit to this profession'.
- The childminder reads books in an interactive manner. She leaves pauses for children to complete repeated refrains. For example, children say 'huff and puff' to describe what the 'big bad wolf' does to the houses of little pigs in a story.
- The childminder weaves mathematical language in to everyday activities. She

encourages children to count the number of puppets and counts 'one arm in, two arms in' as she helps them to put aprons on. The childminder talks about the key features of objects, including colour and shape as children play.

- Children demonstrate a positive attitude to learning and are keen to try new things and explore the range of resources on offer. They choose from a range of toys and equipment in the garden and confidently ask the childminder for toys that are stored in the shed. Children practise their scooting skills and learn how to turn and navigate the small slope. They learn how to take turns and safely use the slide.
- The childminder promotes children's independence and encourages them to make choices appropriate to their age. For instance, she offers them 'runny glue or stick glue', and lets them say 'stop' as she pours the liquid glue. Children practise putting on and fastening their shoes, and help themselves to water bottles throughout the day. They learn to wash their hands thoroughly and copy the childminder's caring actions, such as placing drink bottles in the toy pushchair's basket, before taking their baby doll for a walk.
- The childminder collects general feedback from parents and gains new ideas from her links with local childminding community. However, the childminder has not fully developed ways to incisively evaluate the overall effectiveness of her setting and drive improvements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust understanding of child protection processes. She knows the signs and symptoms that may indicate a child is at risk of harm. The childminder knows how to refer concerns and regularly refreshes her safeguarding knowledge through training. She also accesses training to develop her understanding of wider safeguarding topics, such as female genital mutilation and the 'Prevent' duty.

What does the setting need to do to improve?

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

- strengthen arrangements for incisively evaluating the effectiveness of practice and provision to drive improvements and raise the quality of service to the highest levels.

Setting details

Unique reference number	EY375664
Local authority	Hertfordshire
Inspection number	10288991
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 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	8 November 2017

Information about this early years setting

The childminder registered in 2008 and lives in Redbourn, near St Albans. She operates from 8am to 5.30pm, Monday to Thursday, during term time only.

Information about this inspection

Inspector
Kate Oakley

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 her and has taken that into account in the evaluation of the setting.
- The childminder took the inspector on a learning walk across all areas of the premises to explain how the early years provision and curriculum is organised.
- The inspector observed the quality of interactions during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and reviewed evidence of the suitability of all persons living at the premises.
- The childminder completed a joint evaluation of an activity with the inspector.
- The inspector took account of the views of parents through written feedback provided.

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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