

Childminder report

Inspection date: 19 September 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 visibly enjoy their time playing outside. The childminder offers children a wealth of opportunities to explore the outdoor environment. She takes the children on outings regularly, such as to the park and farms. These outings support the childminder to ensure that all children have access to the same experiences.

Children are well supported to recap on their previous knowledge and expand their learning further. For example, children inquisitively explore logs and excitedly spot some insects hiding. The childminder reminds them what they found on a previous bug hunt. Children trust the childminder and follow her lead. For instance, they confidently hold the insects that the childminder passes to them. They listen carefully and happily respond to the childminder's questions. The childminder supports their language development as they examine the insects in more detail.

The childminder knows the children and their interests well. Children are provided with suitably challenging learning experiences based on the childminder's awareness of their capabilities and her high expectations. The childminder skilfully differentiates the activities she plans. For example, she encourages the most-able children to sort natural materials. They persevere and are proud of their achievements. The childminder responds positively, praising them for their efforts.

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

- Children independently choose from the wide range of resources on offer. The childminder has organised them effectively so that children can easily identify what is available. The children choose toys that interest them. This helps them to remain focused and motivated as they learn.
- Parents are very happy with the service that the childminder provides. They speak highly of her effective communication with them. They feel that their children are being provided with a wide range of opportunities. The childminder keeps them regularly informed of the progress their children make.
- Children settle well with the childminder. They are comfortable in their surroundings. They relax and enjoy their time playing in the childminder's home. The childminder offers a variety of settling-in sessions. This supports her to get to know the children well before they start with her. It also enables her to support children's individual needs effectively, such as health needs.
- The childminder works collaboratively with a range of other professionals. For example, she attends play groups with other local childminders. This supports her to share information and ideas with others. The childminder holds relevant discussions with staff at other settings children attend. This builds on her ability to provide them with continuity in their care and learning.
- Children develop a strong understanding of mathematical concepts. The

childminder supports them through motivating and interactive activities. For instance, she encourages them to count the number of jumps as they bounce on the trampoline. Children learn about positional language. For example, they crawl under and climb over obstacles. The childminder uses this language in context. This reinforces children's understanding even further.

- The childminder supports children to develop their independence. They gain the skills that they need to move on to the next stage in their learning. For example, they learn to put their shoes on for themselves. The childminder supports children to gain these skills by using clear and simple instructions for them to follow.
- The childminder promotes children's understanding of what they can do to lead a healthy lifestyle. She speaks to them freely about the importance of eating healthy food, such as during snack time. She explains to children why it is important that they sleep. Children demonstrate their understanding through their responses. For example, they recognise that sleep helps them to grow big and strong.
- Overall, children behave positively with the childminder. They help with tasks, such as tidying away their plates after they eat. They generally play alongside each other well and follow the rules that are in place. However, occasionally, the childminder does not support children effectively enough to share and take turns with one another.

Safeguarding

The arrangements for safeguarding are effective.

The childminder monitors children closely to ensure that they are kept safe. She is aware of the process to follow should an allegation be made against her or a member of her household. The childminder completes training that helps her to identify any potential safeguarding issues accurately. She has a strong awareness of the potential signs of radicalisation. This helps her to protect children who may be at risk of exposure to extreme views and behaviour. The childminder regularly evaluates her safeguarding policy. This supports her to follow the correct procedures should she need to raise any safeguarding concerns.

What does the setting need to do to improve?

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

- consistently support children to share and take turns with one another to help them to build upon their positive social interactions even further.

Setting details

Unique reference number	EY378998
Local authority	Hertfordshire
Inspection number	10106366
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	9
Date of previous inspection	4 February 2015

Information about this early years setting

The childminder registered in 2008 and lives in Croxley Green. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder currently provides funded early education for three-year-old children. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Jennifer Hardy

Inspection activities

- The inspector had a tour of the premises. She considered the suitability of the areas used for childminding.
- The inspector read feedback and comments from parents. She took their views into consideration.
- The inspector observed the quality of the childminder's interactions with children. She considered the impact of the childminder's teaching on children's learning.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector looked at documentation, including the childminder's safeguarding policy and documents relating to the suitability of the members of the household.

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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