

Childminder report

Inspection date: 17 October 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 demonstrate that they feel happy and secure in the childminder's care. They are highly sociable and cheerfully invite visitors to join in with their play. Children move around the childminder's home with confidence, showing a strong sense of belonging. The childminder has high expectations of children from a young age. They know where to find their belongings and take great pride in their personal achievements, such as putting on their shoes. The childminder constantly builds on what children know and can do, and they relish the new learning challenges she provides.

Children enjoy sharing books with the childminder. They eagerly point to pictures and talk about what they see. They talk about their experiences at home, such as watching 'The Gruffalo'. They are excited when the childminder finds 'The Gruffalo' book, and this help to reinforce the learning children gain from stories. Children are very busy and active. The childminder is skilled in knowing when children are ready for a change in activity. Children enjoy themed activities, linked to animals, for example. They play with toy animals, look at animals in books and join in with songs and actions linked to how animals move. Children play together extremely well; they listen to the childminder and their behaviour is very good.

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

- The childminder gets to know children well when they start at her setting. She finds out what experiences they have at home and finds ways to close any gaps in their learning. The childminder plans a balanced curriculum that supports children to develop strong skills that prepare them well for future learning.
- Children have many opportunities to spend time outdoors. The childminder understands the importance of helping children strengthen their large muscles. They regularly visit parks, where children have space to run and climb. When children take part in activities indoors, they lay, sit and stand. Positioning their bodies in these different ways helps to further strengthen their developing muscles.
- The childminder displays strong teaching skills, which are relevant to children's age and stage of development. She interacts with children as they play to build on the learning she sees taking place. The childminder uses mathematical language and models counting, such as when children start to jump. She talks about shape, colour and size as children draw and complete puzzles and shape sorters.
- Children are developing strong communication and language skills. This includes children who speak English as an additional language. The childminder talks to children as they play, using clear, simple language. She sensitively repeats words back to children, so they hear the correct pronunciation. These successful

strategies give children confidence to talk and engage in effective conversations with visitors.

- Parents speak positively about the childminder. They say their children are very happy to attend her setting and are learning well. Parents appreciate the many different experiences their children have and feel they are safe in the childminder's care.
- Children are gaining a strong understanding of how to share and cooperate with each other. Considering their young ages, they play together extremely well. The childminder respects each child as an individual and knows how to respond to their needs. However, she does not routinely build on this good practice to help children begin to understand their cultural backgrounds, how they are unique and what they have in common with others.
- The childminder has strong links with other childminders. They meet together regularly, and this provides the childminder with opportunities to hold professional discussions with others. The childminder undertakes training, such as through online webinars. She reflects on her practice and looks for further ways to extend her teaching skills and knowledge.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has strong safeguarding knowledge. She understands how to recognise signs that children may be at risk of harm or extremist behaviour. The childminder has good knowledge of the procedures to follow in the event of any concern about a child. She also knows how to report any allegations made against herself or anyone in her household. The childminder has a clear safeguarding policy in place, which she shares with parents and uses to underpin her good practice. She regularly carries out risk assessments for her home, garden and outings to make sure all areas are safe for children to use.

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 understand what makes them unique, especially linked to their cultural backgrounds, and to discover what they have in common with others.

Setting details

Unique reference number	EY380093
Local authority	Hertfordshire
Inspection number	10295406
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 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	8 December 2017

Information about this early years setting

The childminder registered in 2008 and lives in Welwyn Garden City. She operates all year round, from 7.30am to 5.30pm on Monday to Friday, except for bank holidays and family holidays. The childminder is in receipt of funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Jill Hardaker

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 her evaluation of the provision.
- The inspector and the childminder looked at the areas of her home that she uses with children and discussed how she plans her curriculum and 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. These included documents relating to the suitability of household members, safeguarding and complaints.
- The inspector took into account the views of parents and discussed the childminder's reflections on 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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