

Childminder report

Inspection date: 2 October 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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder currently cares for children after they have enjoyed a busy day at school or nursery. She carefully considers what they need when they arrive in her care. Younger children enjoy being with the older children and are happy and settled. All children behave well and are kind, polite and considerate to one another.

Children have warm relationships with the childminder. Interaction between them is very natural and nurturing. They are genuinely comfortable in her care. This supports children's emotional well-being, especially when they are still settling in.

Children have a good range of resources freely available to them. Access to these has been carefully considered by the childminder. For example, labelled resources for younger children are stored in a low-level unit. The childminder ensures that younger children can join in with table activities. For example, she provides them with booster seats.

The childminder works closely with parents to keep them fully involved and up to date with their children's care and learning. This helps the childminder to have a good overview of each child. Their involvement includes sharing information about children's starting points and experiences as well as 'wow' moments about their children's accomplishments at home.

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

- The childminder takes time to sensitively help children to settle in her care. As a result, children establish warm relationships with her very quickly. Children show high levels of concentration in activities of their choosing and enjoy the childminder joining in at their level.
- Parents are very positive in their feedback about the childminder's care of their children. Older children agree with comments made by their parents, for example by confirming they do enjoy the time they spend with the childminder.
- The childminder follows children's lead. She joins in children's play and asks questions, where appropriate, to make children think. For example, when a cutter gets stuck in dough, the childminder asks the children to suggest how to get it out. When children respond with their ideas and a willingness to have a go, the childminder encourages this independence by stepping back. This good-quality teaching encourages children to persevere and develop their problem-solving skills.
- The childminder works well with other providers when children also attend other settings. She uses information shared and her own observations to help children consolidate and revisit learning, and to build on what they already know and can

do.

- Children are inquisitive about how things work. For example, they listen as an older child shows them how to use a toy car that moves by generating friction. They then try this for themselves and enjoy watching as the car moves forward and back.
- Children's good health is promoted. The childminder provides them with regular opportunities to play in the park on the way home from school or nursery. This helps them to unwind and exert some physical energy after a busy day. Meals consist of healthy options alongside children's favourites. The childminder is mindful of children's dietary requirements and adapts her menus accordingly so that the provision is fully inclusive. Children wash their hands and know that this is important in order to remove germs.
- The childminder operates her service well. She has clear policies and procedures in place to underpin children's safety and welfare. The childminder has completed some refresher training courses, including first aid and child protection. However, she has not broadened her knowledge any further than this as a way to help her to build on her already good practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to protect children from harm. She understands that she must report any concerns she has about children's welfare and knows how to do this. Risk assessments are implemented effectively. For example, younger children are fully supervised if they want to enjoy activities with small parts, such as beads. The childminder supervises children well. For example, while she prepares their meals, the childminder uses the kitchen hatch to continue to see and hear children playing. There are secure arrangements in place to ensure that children are never left unsupervised with people who have not undergone appropriate suitability checks.

What does the setting need to do to improve?

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

- use a wider variety of ways to broaden knowledge and understanding, and measure the impact on children's learning and development of any improvements made to practice as a result of this.

Setting details

Unique reference number	EY393764
Local authority	Hertfordshire
Inspection number	10124379
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	12 March 2015

Information about this early years setting

The childminder registered in 2009 and lives in Hertford. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Anna Davies

Inspection activities

- The inspector had a walk around the childminder's home and discussed how the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through 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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