

Childminder report

Inspection date:

5 December 2022

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 have a positive relationship with the childminder. They take books and toys to her while she sits with them. For example, children take a book with sound and sit on the childminder's lap to share this. Children experience a good settling-in procedure. Parents visit with their children before starting. This ensures a good relationship builds up between the child and childminder. Children feel safe and secure with the routines they experience.

Children choose from a variety of resources available. For example, they use a Noah's ark toy with large animals. Outdoors, children access bicycles and cars. They are protected from the sun by a large awning. Children's behaviour is supported well. For example, when a child throws a toy, the childminder explains why it is important not to throw.

The childminder takes children on a variety of trips, including going to the park and farm. They attend toddler groups, enabling them to socialise with others. Children have their personal care needs met in a respectful manner. For example, the childminder explains to children that she is going to check their nappy before doing so.

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

- The childminder has a clear curriculum. She knows what she wants children to achieve from activities she provides. For example, younger children access resources to support their language development. The childminder uses the children's interests to build on their skills.
- Children become engaged in activities and explore resources. However, there are occasions when the childminder interrupts the children's play. This means that children miss purposeful learning opportunities through self-exploration.
- Parents praise the childminder. They are happy with how their children are developing. Parents feel that the children are safe, well cared for and provided with a range of activities. The childminder shares the progress check at age two with their parents. This allows them to discuss any concerns they may have together.
- Policies and procedures are provided for parents during registration. For example, the childminder ensures that parents are fully up to date with current information about illnesses and exclusion periods. Children and parents build a positive relationship with the childminder during this process.
- The childminder recognises the importance of communication and language development. She ensures that children hear a range of language throughout the day. The childminder uses activities to support children's early speech. For example, she introduces children to the sounds animals make and provides the

correct words for each animal. There is a variety of books available, and the childminder takes children to visit the library. This helps to support their early literacy skills.

- The childminder has a good understanding of special educational needs and/or disabilities. She recognises that some children may need extra support. The childminder knows the importance of working with parents and other professionals. She understands that children will reach their full potential with good support from everyone working with them.
- The childminder understands that families are all different. She recognises and values other cultures and religions. This means that the children develop their understanding of diversity and helps them to look at what they have in common with others.
- The childminder has a good relationship with teachers at the local schools and shares good information about children in her care. This enables children to be well supported by all who work with them.
- The childminder reflects on her practice. She plans to complete further training to enhance her practice. She understands that this will develop her own professional development. The childminder gains support from other childminders. They go on trips together and meet at venues, enabling them to share ideas about good practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding. She recognises the signs of abuse and understands how to protect the children in her care. The childminder recognises the importance of record keeping and monitoring situations. She is clear about who she would contact for advice and support. The childminder is clear about the 'Prevent' duty guidance and her responsibilities. The childminder completes safeguarding training and has a safeguarding policy.

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 become deeply engaged in their learning so they can complete their play or chosen tasks to their satisfaction.

Setting details

Unique reference number	EY394013
Local authority	Hertfordshire
Inspection number	10235312
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	24 February 2017

Information about this early years setting

The childminder registered in 2009 and lives in Letchworth. She operates Monday to Thursday, from 7.45am until 5.30pm, and on Friday, from 7.45am to 2.30pm, all year round, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Denise Clayton

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the childminder with the inspector.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- The childminder spoke to the inspector about their intentions for children's learning.

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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