

Childminder report

Inspection date: 4 October 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 enjoy spending time with the childminder. They quickly learn where toys and equipment are stored for them to choose what they would like to play with. In the garden, they wait with anticipation for the childminder to remove the lid from a sand tray or to open the door to a playhouse. Very young children practise how to climb in and out of a toy car, helping them strengthen their muscles and develop their ability to balance and negotiate obstacles.

From a very young age, children learn to recognise their favourite books. They snuggle on the childminder's lap and take time to turn pages, lift flaps and feel the textures contained in the books. Children listen to the words the childminder uses to describe what they see and do. This helps to build wide vocabularies that children quickly acquire as they grow.

When they are tired or upset, children seek comfort from the responsive and nurturing childminder. They are quickly comforted and wrap their arms around her while she gently rocks and soothes them. This attention and kindness contribute to the strong and trusting bonds children quickly develop with the childminder.

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

- The childminder works closely with parents to find out what children already know and can do before they start in her care. She finds out what children like and gathers information about their daily routine at home. This helps the childminder provide familiar activities right from the start, assisting children to feel secure and settled in her care.
- The childminder takes children to local organised groups and events to help build on the teaching and learning she provides in her home. Children have opportunities to develop their social skills when they meet others of a similar age. They learn to share and take turns, helping them to strengthen their personal and emotional development.
- Children have time and space to play and experiment on their own. The childminder sensitively observes children and knows when to step back or offer support. This allows children opportunities to practise the skills they already have and also to solve problems for themselves. For example, very young children spend time working out how to remove and replace a doll into a pushchair. They discover they can move the hood, giving them more room to lower the doll into the seat.
- Children are curious and motivated to learn. They watch what happens when conkers and acorns are rolled in paint. They listen to the childminder's description of what is happening before feeling the paint with their hands. Children experiment with the paint until they reach a natural conclusion to their

investigations.

- The childminder sends photographs and information to parents about what their child is doing through a secure electronic app. She gives ideas to parents about how they can continue to support children's learning at home and tells them which activities and toys their children enjoy when they are in her care. This helps to support children's good progress.
- The childminder is motivated to provide good quality care and education. She considers the needs of individual children and ensures the activities and resources she provides are suitable for their age and stage of development. The childminder meets other local childminders. They support each other and share ideas. This contributes to the childminder's own professional development. Although the childminder joins training courses and discussion groups, she does not always effectively reflect on how the new information and knowledge she has gained can make a positive impact on her own practice to enhance the already good quality of education she provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly refreshes her knowledge and understanding of safeguarding through training and discussions with other professionals. She understands her responsibility to keep children safe. The childminder knows how to record and report any concerns she might have about children's well-being. She keeps contact telephone numbers of the relevant agencies she might need to call in an easily-accessible place. The childminder has systems in place to help ensure local safeguarding procedures are effectively followed.

What does the setting need to do to improve?

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

- reflect on information and knowledge gained through professional development to help identify how to enhance the quality of education even further.

Setting details

Unique reference number	EY400069
Local authority	Hertfordshire
Inspection number	10235354
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	1 to 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	11 October 2016

Information about this early years setting

The childminder registered in 2009 and lives in Letchworth Garden City. She operates during term time only, from 8am to 5pm, Monday to Thursday. The childminder is registered to provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Katrina Rodden

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 the childminder and has taken this into account in their evaluation of the setting.
- The inspector observed activities in the house and garden. She spoke to the childminder and children at appropriate times throughout the inspection.
- The childminder described how she plans and implements a broad curriculum. The inspector assessed the impact this has on children's learning.
- The inspector and childminder discussed an activity together. They talked about the quality of teaching.
- Documents, including evidence of the suitability for all household members, records for accidents and children's information were viewed by the inspector.
- The inspector read satisfaction questionnaires completed by parents. She took their views into consideration.

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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