

Childminder report

Inspection date: 9 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	Good
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What is it like to attend this early years setting?

The provision is good

Children settle well when they arrive in the morning. They have a good relationship with the childminder. Children express their feelings and emotions confidently and with ease. They smile and laugh with the childminder and enjoy cuddles. Children appear comfortable, happy and secure in her care. The childminder makes it clear to children how to behave, in a way that they can understand. She supports children to learn to share and be kind to each other. The childminder talks to children kindly. She is a good role model for them to follow.

The childminder knows the children well. She understands what skills they have and what interests them. The childminder uses these interests to involve children in play. Photographs show that children enjoy a good variety of experiences at home and out in the local community. Children enjoy playing with the trains, pulling them along the track. They experiment to see how many train carriages they can fit inside the tunnel. Children recall past experiences and want to repeat them. They let the childminder know what they want to do. The children experience a little of the childminder's own culture. They listen to her as she speaks French, sometimes appearing to copy what she says.

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

- Children have good opportunities to practise their physical skills. In the garden, they confidently mount the steps of the slide, climb into the play car and attempt to climb up onto a garden chair. Children show that they are developing good coordination and the determination to succeed at challenging physical tasks.
- The childminder understands how to encourage children's communication. She provides plenty of narration for what is happening. This means children get to hear lots of words. The childminder encourages children to use the words they know. She repeats what they say and praises them for using their words correctly.
- The childminder helps children to develop their independence skills. For example, at lunchtime, children learn to use a spoon to feed themselves. They show that they can fill the spoon with food when the bowl is full. They are fairly successful in feeding themselves and only require help at the end of the meal.
- Parents compliment the childminder for her care. They say that they feel confident about leaving their children with her. Parents praise the childminder for the 'delicious meals' she provides and the variety of foods she introduces into children's diets.
- The childminder makes a record of children's progress and shares this with parents through an online programme. The childminder's tracking of children's progress shows that they are gaining skills as they learn through play.

- The childminder has a keen interest in developing her knowledge of children with special educational needs and/or disabilities. She is looking for training that will help her understand their more complex needs and how she can support their learning.
- The childminder is not always thinking specifically about children's individual learning needs as precisely as she could during spontaneous play. Therefore, teaching is not always matched to children's needs. For example, when playing with dough, the childminder knows that the children are making marks and that this is an important part of their development. However, she does not engage them well enough in recognising that they are making marks.
- The childminder is not working closely with other early years settings that children attend in order to ensure continuity of care and learning for every child.
- The childminder has a wealth of resources available. However, the large selection means children do not have as much room to move as they play, and they are sometimes distracted by the huge choice around them. This potentially limits their ability to focus on activities and to develop their ideas.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the possible signs of harm. She recognises when children may be at risk. She attends training to ensure she has the up-to-date knowledge required. This helps the childminder to understand her role in reporting concerns to the local authority safeguarding partnership team. The childminder helps children to learn about keeping themselves safe. For example, she teaches them how to climb the steps of the slide safely when playing in the garden. She carefully explains the need to hold on to the rails as the children climb.

What does the setting need to do to improve?

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

- make better use of knowledge of children's stages of development from assessments to support more precise teaching that includes children's next steps in learning
- explore ways of working with other early years settings that children attend to provide greater continuity in children's care and learning
- consider how the play and learning environment is organised, making sure children are not overwhelmed or distracted by the choices available.

Setting details

Unique reference number	EY401471
Local authority	Hertfordshire
Inspection number	10059950
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	21 May 2015

Information about this early years setting

The childminder registered in 2009. She operates all year round from 7.30am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Alison Reeves

Inspection activities

- The childminder and the inspector discussed children's learning and the early years curriculum. They evaluated the quality of an adult-led activity.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector and the childminder had discussions throughout the inspection. The inspector looked at relevant documentation, including evidence of the childminder's suitability.
- The inspector took account of the views of parents seen at the inspection and through written 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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