

Childminder report

Inspection date: 12 July 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

The childminder provides a welcoming environment for the children. She gives significance to children's personal, social and emotional development. The childminder warmly and sensitively supports children as they begin their journey in her provision. She offers a nurturing and calm atmosphere to all children, especially to those who are new to the provision. Children build positive relationships with her as they progress. Behaviour is good. Children play well alongside and with each other. The childminder has a calm approach to their behaviour, offering reminders and providing distractions. During the day, she turns on soothing music and twinkling lights for those children who need support with self-regulation.

Children cuddle with the childminder to share stories. They learn how to handle books with care and discuss what they see in the pictures. Children wonder and ask questions about the creatures in the story, offering their own ideas, saying, 'It's a badger.' They recall prior learning with excitement, and comment on what they have seen and remember from their trips and holidays. For example, they say, 'I saw frogs.' The childminder asks, 'What else did you see?' Children say, 'I saw giraffes.'

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

- The childminder identifies what the children already know and can do when they start with her. She completes progress checks between the ages of two and three to assess the progress children make. The childminder identifies some next steps to build on children's prior skills. However, she does not always use the information gathered to plan precisely and deliver activities suitable for the age and stage of all the children.
- The childminder understands the importance of communication and language development and adapts her teaching during activities to extend children's vocabulary. She talks to the children, repeats words and instructions, and models what to do to reinforce their understanding. For example, children plant flowers and herbs; the childminder asks what plants need to grow. Children confidently explain that plants need soil, water and sun.
- The childminder consistently helps children to be independent. For example, she supports them in learning to manage their own self-care needs. This results in children being confident to do things for themselves. Children independently use the toilet and wash their hands. They access drinks throughout the day. Children put their shoes and sun hats on with little support and say, 'I can do it on my own.'
- Children learn to be polite and use appropriate manners. For instance, they say 'please' and 'thank you' to their friends when they share tasty snacks.
- Children demonstrate they feel safe and secure as they explore the playroom

and resources provided. They know where to find their toys and books. Children notice that one of the toys has incomplete pieces. They eagerly run to the drawer and look for a missing piece, saying, 'I will do it.'

- The childminder provides the children with outings and visits to the local woods and park. Children have various opportunities to meet other children during play dates with local childminders in the community. This helps the children in their interactions and communication, and promotes development of the social skills they will need to support their future learning.
- Parents speak highly of the childminder and praise her for the care and learning their children receive. They report that they receive regular updates and daily feedback on children's progression. They comment on the strong bonds that the children build with the childminder and how confident and comfortable they are when entering the provision. Parents comment on children's rapid development in their language and communication skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is fully trained in safeguarding. She keeps her knowledge up to date and ensures she works with, and according to, the local safeguarding policies and procedures. She is aware of safeguarding matters, such as county lines, female genital mutilation and the 'Prevent' duty guidance. The childminder offers a safe and secure environment for the children in her care. She understands her duty to protect children from harm. She knows the signs that could indicate a child is at risk of abuse and who to refer to should she have any concerns. The childminder is aware of what action to take if an allegation is made against herself or a household member.

What does the setting need to do to improve?

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

- use what is known about children to plan even more precisely for every child to continually build on and extend their learning further.

Setting details

Unique reference number	EY405388
Local authority	Hertfordshire
Inspection number	10289635
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	30 November 2017

Information about this early years setting

The childminder registered in 2010 and lives in Bishops Stortford. She operates all year round from 8am to 5pm, Tuesday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Marta Kellouche

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 that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector checked evidence of the suitability of all household members and the qualifications of the childminder.
- Parents shared their views of the setting with the inspector through verbal and written testimonials.

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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