

Childminder report

Inspection date: 9 August 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

The childminder and his co-childminder create a safe and secure environment for children to thrive in. All children, including those who are new to the setting, arrive with big smiles, ready to see what activities are available for them. Children delight as they find the unbuilt train track. They spend long periods of time concentrating to create the perfect track. They use trial and error methods to fit pieces together. Children make independent choices about their learning. The childminder and co-childminder are close by to support and join in play as required.

The childminder offers the children a lot of praise, which develops their self-confidence. Children proudly show off their creations to the childminder. He takes time to talk to each child about their creation, proudly suggesting they display their play dough models ready to show their parents. This helps to develop children's self-esteem.

Children work well together and delight in playing with each other. They share toys well and create ways together to end disputes independently. All children are encouraged to tidy up, and they do so with ease. They enjoy having jobs to complete, relishing in the responsibility they have been given.

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

- The childminder skilfully supports the children to develop their own critical thinking skills. When children become frustrated, the childminder is quick to support. He encourages the children to think of new ideas. For example, while making snowmen with the play dough, children struggle to make balls for the body. The childminder role-models how to create a ball. They discuss different ways to achieve the desired shape. Children delight as they master the skills.
- Children enjoy exploring numbers. They freely count objects as they sort through them to add to their play dough creations. The childminder supports younger children to count. He offers a lot of praise as they count one, two, three, extending this further by adding four and five. While building a train track, children count the number of trains they have. As they reach the clock tower, the childminder talks about the time on the clock. However, the childminder does not always take opportunities to engage children in other mathematical concepts, such as shape, measure and capacity.
- The childminder works well with other settings that children also attend. Regular sharing of information ensures consistency for children. The childminder attends settling-in sessions with children at local nurseries. Communication at both the start and end of the day ensures that information is shared between parents and nursery/school.
- Parents enjoy talking about the progress their children have made while with the

childminder and his co-childminder. They love the access their children have to a range of groups outside of the home. This supports their social development. Parents feel that they are on their child's learning journey with them. They are always involved in setting the next steps in their child's learning.

- The childminder encourages children to develop an understanding of healthy lifestyles. Children have a lot of opportunities to develop their physical skills, both at the home and out in the local area. The childminder encourages parents to provide a healthy lunchbox and snack. The childminder provides healthy eating information when they start at the setting.
- The childminder supports younger children's language development well. He uses single words and encourages children to repeat words back to him. He proudly says 'that's right' as they repeat words. The childminder engages in conversations with children. This develops both their speaking and listening skills. However, the childminder does not always introduce a wide enough range of vocabulary for older children to support their language development even further.
- The childminder and co-childminder manage their setting well. They identify and make changes to their practice, observing and supporting each other. The childminder completes regular training to improve his knowledge and practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates good safeguarding knowledge. He is confident in his knowledge of the signs and symptoms of abuse. There are clear procedures in place for reporting any concerns. The childminder understands the process for reporting any allegations about himself or his co-childminder and is confident to do so. The childminder completes regular training to ensure that his knowledge remains up to date. He is aware of the wider issues in society, such as county lines, and the impact this can have on children. A robust safeguarding policy underpins practice.

What does the setting need to do to improve?

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

- introduce a wider range of vocabulary to further enhance older children's existing good language development
- strengthen the teaching of mathematics even further to extend children's knowledge of shape, space and measure.

Setting details

Unique reference number	EY408901
Local authority	Hertfordshire
Inspection number	10231788
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	14 September 2016

Information about this early years setting

The childminder was registered in 2010 and lives in Welwyn Garden City. He works with his wife, who is also a registered childminder. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Lisa Smith

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure that it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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