

Childminder report

Inspection date: 10 November 2021

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 are settled and thoroughly enjoy their time at the childminder's welcoming and homely setting. They feel secure in her care and readily ask for her help when needed. The childminder knows the children well. She knows what interests them and makes sure that their favourite resources are readily available each day. Children behave well. They are learning how to follow rules and regulate their own behaviour, such as sharing and taking turns.

Children are developing good knowledge and skills for their age. The childminder has high expectations of all children. She encourages children to keep trying when they encounter difficulties, to help them be successful learners. The childminder joins in their play and asks questions that help to build on what children know and can already do. This helps children gain the skills they need to be ready for the next stage in their learning.

Children are competent at managing their personal care. They follow sensible hygiene routines and understand the importance of washing their hands before eating. The childminder uses children's experiences of going to the dentist to reinforce the importance of oral hygiene. They talk about brushing their teeth and she skilfully weaves this in during story time.

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

- The childminder finds out from parents about their children's routines and abilities before they start at the setting. This helps her to tailor the settling-in process according to children's individual needs from the beginning. The childminder observes children to find out what interests them and talks to parents to find out what their child can do at home. She makes regular assessments of what children can do and uses this information to plan for the next steps in their learning.
- The childminder provides good support for children's language development. She talks to children about what they are doing during activities and asks questions that engage their thinking. However, the childminder has not considered further ways to work with parents or other professionals to help children who are still developing their speech and language skills.
- Children take turns and share toys. They form firm friendships with one another and play together happily. Children play with a range of resources and choose what they would like to play with next. This helps to support their growing independence.
- The childminder recognises the importance of reading to children to help foster their enjoyment of books. Children enjoy listening to stories and join in giving their ideas. The childminder encourages them to talk about what they can see.

They notice an owl and confidently explain that it says, 'To-wit, to-woo'.

- Feedback from parents is positive. They speak highly of the childminder and the service she offers to their children. Parents' written feedback states that the childminder has dealt with the COVID-19 pandemic very well, ensuring that her policies were very clear. This helped parents to feel reassured. They also feel that the childminder treats each child as an individual and is responsive to children's needs.
- The childminder understands the importance of helping children to be ready for school by ensuring they learn key skills. For example, children learn to follow simple instructions, manage their personal care, and share resources.
- The childminder is qualified and experienced and takes part in regular training opportunities to keep her knowledge up to date. However, she does not focus her professional development on developing an expert knowledge of teaching. She has not fully explored ways to continually build on the good quality of her teaching to help children make the very best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound knowledge of the local safeguarding partnership procedures. She knows how to identify children whose welfare is at risk. The childminder understands the importance of following the correct procedures to report any concerns to relevant professionals, to protect children from harm. She completes regular training to keep her safeguarding knowledge up to date. The childminder takes steps to help ensure her home and garden are safe. She carries out regular risk assessments and this helps to assure children's safety and welfare.

What does the setting need to do to improve?

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

- find ways to support children more effectively who are still developing their speech and language skills
- seek further ways to enhance professional development opportunities that focus more specifically on developing an expert knowledge of teaching and learning.

Setting details

Unique reference number	EY417718
Local authority	Hertfordshire
Inspection number	10209387
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	6
Date of previous inspection	14 September 2017

Information about this early years setting

The childminder registered in 2010 and lives in Bishop's Stortford, Hertfordshire. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds a childcare qualification at level 3.

Information about this inspection

Inspector
Emma Bright

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 setting.
- The inspector observed activities indoors and outside and assessed the impact these have on children's learning.
- The inspector spoke to the childminder during the inspection about the views of parents and took account of their written feedback.
- The childminder and the inspector completed a learning walk together to discuss and understand how the early years provision is organised. The inspector completed a joint evaluation of an activity with the childminder.
- The inspector looked at relevant documentation, including the childminder's qualification certificates and records of attendance.

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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