

Childminder report

Inspection date: 2 June 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 children cuddle up with the childminder and her assistant on the sofa, happily listening to stories. They appear safe and settled in the childminder's home. The childminder organises her home well so that children have lots of choices about what they would like to play with. They are engaged in the environment and motivated to learn. The childminder ensures that the activities she provides are relevant to children's emerging interests. She provides opportunities for them to learn skills across all seven areas of learning.

Children access a range of resources, both indoors and outdoors. Babies and toddlers stack and build by using blocks and make different-sized constructions. Some children make marks on the patio slabs by using chunky chalks, and others sit in a pretend boat, imagining that they are selling ice creams.

Children behave well. Older children are considerate to younger ones, and babies are eager to join in with older children's play. The childminder encourages children to be polite to each other. She reminds them of their manners during mealtimes and models how to take turns as children complete a jigsaw puzzle together. As a result, children play well together and are respectful of one another as they play.

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

- The childminder provides good opportunities for children to build on their existing vocabulary. She introduces new words to children throughout the day. For example, the childminder talks to children during mealtimes and uses words such as 'delicious'. She uses stories and rhymes to develop younger children's language. She points out and labels characters in the book, encouraging younger children to repeat words.
- Children have good opportunities to explore the world around them. The childminder takes children into the local area to look at trains passing by and see what is growing in nature in the local parks. In the garden, they plant and grow flowers, and children talk about the colours that they can see. Children are curious and excited to show the childminder when they find bugs in the garden. The childminder uses these opportunities to teach children about being considerate of living things.
- The childminder creates learning opportunities as children play. She encourages them to think about number problems and count. She explains how things work and models how things need to be done. For example, the childminder's assistant explains to children that parts of a jigsaw puzzle match, which means they will join up together. However, neither the childminder nor her assistant allow time for children to do things for themselves. They tend to do things for children when they start to show signs that they cannot do something. As a

result, children do not have opportunities to problem-solve and develop a can-do attitude.

- The childminder discusses how she ensures that children are ready for the transition to school or another setting. However, she has not yet started to create effective partnerships for those children who attend more than one setting. As a result, information is not shared and children do not benefit from a consistent approach to learning between settings.
- Parents state that they feel the activities are varied and that communication is effective. The childminder gathers relevant information about children when they start to ensure that their learning is well supported and that they feel safe and secure, especially for children who speak English as an additional language. The childminder works closely with parents to ensure that children make good progress when learning to communicate and when learning to speak English.
- The childminder has a clear commitment towards her own professional development and that of her assistant. They attend frequent courses to ensure that they are developing their practice. They continually evaluate their provision to ensure that their teaching is meaningful for all children who attend.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of how to safeguard the children in their care. They understand the signs of abuse and are clear about the procedures in place to protect children. The childminder and her assistant are aware of who to contact should they have any safeguarding concerns. They are aware and competently discuss safeguarding in the wider context such as the 'Prevent' duty and female genital mutilation. The childminder is aware of her role and responsibility to ensure that the suitability of her household and her assistant is assured.

What does the setting need to do to improve?

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

- strengthen links for children who attend more than one setting to ensure that relevant information is shared effectively
- provide opportunities for children to be able to problem-solve and do things for themselves.

Setting details

Unique reference number	EY426165
Local authority	Hertfordshire
Inspection number	10285425
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	0 to 3
Total number of places	12
Number of children on roll	11
Date of previous inspection	5 October 2017

Information about this early years setting

The childminder registered in 2011 and lives in Hitchin, Hertfordshire. She operates all year round, from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Amy Clarkson

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 inspector viewed the provision and discussed the safety and suitability of the premises with the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder and her assistant.
- Parents shared written feedback of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of household members.

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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