

Childminder report

Inspection date: 15 March 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	Met
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What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel safe and secure and have strong bonds with the childminder. Children are happy within the setting and become excited when moving between the indoor and outdoor environment. The childminder has a good knowledge of child development. This allows her to plan activities to successfully meet the children's next steps in their learning. Children show clearly that they feel safe and settled. For example, the children settle quickly and fall asleep independently. The childminder and her co-childminder are very good role models. They show children how to treat each other with respect.

Children's behaviour is good. They play together at the sand pit, taking it in turns to use different tools. The children take pride in their achievements and the childminder offers praise when the children complete an activity. The childminder actively encourages children to be independent. From a young age, children pour their own drinks and choose the items they might like for snack. Children put their coats and wellington boots on independently, knowing that the childminder is close by if they need help. Children confidently select their own resources when playing and enjoy choosing their own books to read at story time.

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

- The childminder creates individualised settling-in plans for each child. This supports their emotional well-being. The childminder ensures she has conversations with parents and gathers a lot of information on their children's interests. This allows her to create activities children will enjoy from their first day. The childminder recently created a jungle theme in the playroom to support children when settling in. She uses information gained from parents to establish children's starting points and plan for their learning.
- The childminder is aware of the numerous ways in which to develop children's language. Across the day, children sing songs, read stories and she regularly talks to them. The childminder repeats phrases and words back to children, which supports their language development. However, on occasions, she asks lots of questions which cover too many topics and concepts, so children struggle to answer.
- Children have access to a wide range of resources, both inside and outdoors. They use a range of tools for mark making to develop their early writing skills. Children make effective links between the pictures they see in storybooks and the animals on the posters on the wall. However, the childminder does not provide enough opportunities for children to explore technology.
- The childminder supports children's mathematical development effectively through all activities. She encourages children to create different shapes with the play dough and they compare these to the shapes on the posters on the

wall. The childminder encourages children to count the number of items in their trolley during a game. This promotes their numeracy skills.

- The childminder actively promotes healthy lifestyles across the setting. She and her co-childminder provide all children with healthy meals and snacks. Children enjoy lots of physical activity, both inside and outdoors. For example, they complete exercise and dance programmes indoors. The childminder regularly takes children to local parks, which supports their physical development. She sometimes meets with other childminders in the local environment. This supports children's social development, encouraging them to mix with other children and adults.
- The childminder successfully works with the local schools and nurseries where the children may also attend. Through daily conversations, she shares information on children's learning and next steps. Parents are very happy with the care their children receive. They find the communication very effective and enjoy both the daily information and termly reports.
- The childminder and her co-childminder work very effectively together. They have daily conversations and share information about all children with each other. The childminder shares ideas and good practice with her co-childminder which she uses to decide how to support her ongoing training and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly updates her safeguarding training to ensure her knowledge remains up to date. She can confidently explain the signs and symptoms of abuse. The childminder understands the procedures to follow for reporting any concerns she may have about a child in her care. She knows how to manage allegations of harm or abuse against her or anyone who lives in her home. The childminder discusses the ongoing suitability of her co-childminder. She completes daily risk assessments which help to assure children's safety.

What does the setting need to do to improve?

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

- strengthen questioning techniques to give children the opportunity to think and respond
- provide more opportunities for children to extend their understanding of technology and how things work.

Setting details

Unique reference number	EY451224
Local authority	Hertfordshire
Inspection number	10127246
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	2 to 4
Total number of places	6
Number of children on roll	9
Date of previous inspection	13 May 2015

Information about this early years setting

The childminder registered in 2012. She lives in Watford. The childminder operates all year round, Monday to Friday, from 8.30am to 6.30pm, except for bank holidays and family holidays. She works with a co-childminder.

Information about this inspection

Inspector

Lisa Smith

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss and understand how the early years provision is organised.
- The inspector observed activities indoors and outside and assessed the impact these have on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- Parents shared their views with the inspector through written feedback.
- The inspector looked at relevant documentation and reviewed evidence of suitability of the childminder.

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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