

Childminder report

Inspection date: 4 July 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

Children are very happy and relaxed in the childminder's welcoming home. They develop secure bonds with her as she provides nurturing attention to them. Children laugh and cuddle her as they play together. They behave well and play alongside each other amicably. Children are mindful of their friends as they get drinks for each other. The childminder sets out clear expectations for behaviour. Children learn to be kind to each other and share toys as they role play making pizzas in the play kitchen.

Children have plenty of opportunity to be physically active. They enjoy yoga sessions in the mornings. Children stretch and bend their bodies as they follow instruction. This helps develop their concentration and understanding of language, as well as making them feel calm and relaxed. Children delight as they fill moulds with sand to make sand cakes. They eagerly explore the garden looking for leaves and stones to decorate them. Children's confidence and self-esteem are fostered well as the childminder provides praise to the children when they show her their achievements.

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

- The childminder has an ambitious curriculum for the children. She gathers useful information when they start, which she uses to shape and sequence learning. The childminder knows the children very well. She fully understands what the children can do and what they need to develop. This shapes the activities and resources provided to the children, to promote specific development. For example, children learn to recognise their name as they create pictures, using glue and salt to outline letters. They add coloured paint and are curious as they watch it disperse into the salt. They experiment with different colours to create rainbow letters. Children show high levels of concentration.
- The development of communication and language is weaved through at every opportunity in the provision. The childminder understands the importance of using clear language with the children. Children show good levels of understanding and use a wide range of language as they play. For example, they talk about the different sea animals they can see in the water tray, such as an octopus and starfish. They are encouraged to problem-solve when they discover a leak in the tray. The childminder asks how they can fix it, and the children ingeniously find a pot to catch the water.
- Regular walks along the canal and trips to the childminder's allotment support children to develop their understanding of the world. Children learn about bugs as they go on minibeast hunts around the allotment. They learn about caring for animals as they talk about which food they feed to the chickens.
- The childminder works hard to maintain and develop her high-quality practice.

She keeps her knowledge up to date by attending regular online training. The childminder shows awareness of the impact that COVID-19 has had on children. She has recently started a course on understanding mental health in young people, to support children that may display any difficulties.

- Children develop their independence well. They are confident in their self-care skills and know to wash their hands after playing outside or getting ready for lunch. Children choose resources and play independently. The childminder, in her eagerness to help, sometimes does too much for children. This means they do not have enough opportunities to have a go at practising new skills.
- The childminder worked hard to keep in touch with the families during the COVID-19 pandemic. Regular contact enabled them to maintain a good connection with the childminder. As a result, children returned to the setting with ease. Partnerships with parents are strong. The childminder ensures that regular communication with parents allows her to share any emerging concerns swiftly. Parents speak highly of the childminder. They comment on the wide range of activities offered that support their children's growth and development. However, the childminder does not consistently support parents in their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust understanding of the signs and symptoms of neglect and abuse. A thorough safeguarding policy details steps to be taken if concerns arise, with all the relevant and up-to-date contact details for professionals. Thorough risk assessments are carried out to ensure the setting is safe, and for trips out. Children are taught about safety at every opportunity. They are carefully supervised as they go down steep stairs to the playroom. The childminder uses stairgates to help keep her provision safe.

What does the setting need to do to improve?

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

- support children more effectively to do things for themselves
- explore further ways to involve parents in their children's learning at home.

Setting details

Unique reference number	EY451516
Local authority	Hertfordshire
Inspection number	10231838
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	3 to 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	1 September 2016

Information about this early years setting

The childminder registered in 2012 and lives in Hertford. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a level 3 qualification.

Information about this inspection

Inspector

Emily Woodhead

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 childminder joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors. She discussed children's progress with the childminder.
- The childminder and inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of the childminder's suitability, the complaints record and safeguarding documents.
- The inspector took account of the written views of parents.

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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