

Childminder report

Inspection date: 6 December 2019

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 provides a safe and welcoming environment. Children are happy and they settle quickly in the childminder's care. They form a close bond with the childminder. Children are able to choose what they want to play with from a good range of resources. They are keen to play and explore. They delight in imaginative role play and enjoy mixing paint with their fingers and sticking shapes onto paper.

The childminder gets to know the children well. She learns about their experiences from home at the beginning of their time at the setting. This helps the childminder to know how to best build on children's learning experiences. Children benefit from their time spent with the childminder. They develop positive attitudes to their learning and enjoy talking about what they are doing. Children maintain concentration for good lengths of time on activities that interest them. They develop positive attitudes to their learning. Children acquire skills that prepare them well for their next stage in learning and the eventual move on to school.

Children behave well. The childminder is a good role model. She offers encouragement, and children develop good levels of confidence and self-esteem. Children learn to be polite and considerate, and demonstrate respect for others.

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

- The childminder is enthusiastic in her interactions with the children. She models language well and asks children many interesting questions to help them think. This helps them to develop good communication and language skills. For example, the childminder supports younger children's speech development and encourages older children to think about their past experiences so that they confidently recall previous learning and events. The childminder uses commentary as she plays with the children, asking questions and giving children time to answer. Children are confident communicators for their ages.
- The childminder establishes effective partnerships with parents. They are kept well informed about their children's care and development and what they need to learn next. The childminder encourages parents to share information about children's learning experiences from home. Parents' written comments about the quality of the care their children receive are very complimentary.
- Children enjoy healthy food choices, take part in effective hygiene routines and have opportunities to be physically active. For example, the childminder takes the children to soft-play and gymnastics sessions, and they visit the park and local groups.
- The childminder regularly observes children as they play. She has a good understanding of children's likes and dislikes. She plans stimulating activities that build on children's current interests and support their next steps in learning. The

childminder accurately tracks the progress of children's achievements to help her to identify any gaps in their learning.

- Children are well cared for and their personal development is promoted effectively. The childminder finds out about children's care needs, including their medical and dietary needs. She discusses these with parents. The childminder encourages children to tidy up and cut up their own food. Occasionally, she does not consistently promote children's self-help skills to ensure they do as much as possible for themselves.
- The childminder actively engages in children's play and children welcome this involvement. She provides interesting activities which motivate children and link to their learning needs. For example, children actively explore porridge and use spoons to fill different-sized bowls. This helps children to investigate and show curiosity. Occasionally, the childminder does not use these opportunities to extend and challenge children's learning even further.
- The childminder reflects on her practice. However, she has not fully explored ways to build continually on her skills and knowledge to raise the quality of teaching to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about the procedures to follow should she have a concern regarding the welfare of a child. She undertakes safeguarding training regularly to help her keep up to date with current safeguarding requirements. She recognises the importance of recording information. For example, she monitors children's attendance, and documents if a child attends the setting with a pre-existing injury. The childminder is organised and makes sure that children are cared for in a safe and secure environment.

What does the setting need to do to improve?

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

- focus teaching on challenging and extending learning that helps children reach their full potential and develop their skills to the highest level
- target self-evaluation and professional development more sharply to enrich the quality of practice further.

Setting details

Unique reference number	EY477332
Local authority	Hertfordshire
Inspection number	10075942
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	7
Number of children on roll	7
Date of previous inspection	24 June 2016

Information about this early years setting

The childminder registered in 2014 and lives in Kings Langley, Hertfordshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. On occasions, she works with two assistants.

Information about this inspection

Inspector

Kathryn Evans

Inspection activities

- The inspector observed teaching practice and conducted a joint observation with the childminder.
- The inspector had a tour of the premises and discussed the environment, resources, equipment and areas used for childminding with the childminder.
- The inspector held discussions with the childminder, interacted with children and sought the views of parents from the written evidence provided.
- The inspector looked at the records and documents available, including children's records, attendance registers, accident and medication logs, and key policies and procedures.
- The inspector discussed with the childminder the progress children have made from their starting points and her plans to move them forward.

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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