

Childminder report

Inspection date: 31 October 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 happy and demonstrate they feel safe in the childminder's care. They have familiar routines that help them to feel secure. Children are learning how to do things for themselves, such as putting their shoes away and washing their hands before eating. They are highly motivated to learn. The childminder plans activities based on children's interests, such as mark making. Two-year-old children hold pencils with remarkable skill and make marks precisely. Toddlers enjoy using larger tools, such as water pens. They copy the actions of children as they make large, circular marks on floor mats. These activities enable children to gain and practise skills that prepare them for their future education.

Children's behaviour is good. The childminder has clear, consistent boundaries in place. This enables children to know what is expected of them and supports them to make good choices. Children's speech and language skills are developing well. They constantly chat to the childminder and talk about what they are doing. Toddlers listen to the clear, repetitive words the childminder says and copy the sounds they hear. For example, as they go up and down steps, the childminder says 'Up, down'. Toddlers quickly respond by repeating a 'D' sound.

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

- The childminder has a clear understanding of what she wants each child to achieve. She gathers information from parents when children first start about what they know and can do. The childminder makes plans for what she wants each child to learn next. She provides opportunities for children to explore and practise their skills through independent play and planned activities.
- Partnerships with parents are good. The childminder exchanges information about children's achievements and progress with them. Parents state their children enjoy attending and benefit from the many learning opportunities and outings the childminder provides for them.
- Children form strong relationships with the childminder. She knows children well and provides toys and resources that appeal to them. Children know where to find toys they want to use and how to make them work. For example, they find vehicles and show great delight in making them move by pressing buttons.
- The childminder helps children to learn how to keep themselves and others safe. She explains why tidying up is important as it prevents accidents happening. At other times, the childminder shows children where to safely place their fingers when using knives.
- The childminder supports children to develop an understanding of mathematical concepts. For instance, she counts as toddlers drop small items into containers. When children are drawing, the childminder joins in and talks about what shapes she is making. Children are learning how to sort and categorise, such as by

colour.

- Children are learning how to develop healthy lifestyles and good independence. They have many opportunities to be active on outings and at toddler groups. Children are learning how to use tools for a purpose, for instance chopping fruit with knives at snack time.
- The childminder recognises the importance of valuing all children. She finds out about each child's family and cultural heritage. However, the childminder does not always use what she knows to support children to fully explore what makes them unique or understand the differences between their own and other's experiences.
- The childminder reflects on her practice to improve outcomes for children. She currently has plans to develop her garden into a more effective learning environment that can be used all year round. The childminder undertakes professional development and networks with other childminders. This helps her keep her knowledge current and up to date. However, the childminder has not fully explored how she can gather and use feedback from parents to enhance her practice even more.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about all aspects of child protection. She understands how to recognise signs of abuse and wider safeguarding issues, such as extremist behaviour. The childminder is clear about her responsibilities to protect children from harm and knows the procedures to take should she have any concerns. She undertakes regular training to help her to keep her knowledge relevant and up to date. The childminder has effective safeguarding policies and procedures in place. She shares these with parents to help them to understand her role and responsibility to keep children safe.

What does the setting need to do to improve?

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

- provide children with more opportunities to learn and understand what makes them unique and understand the differences in each other
- find more effective ways to seek feedback from parents and use their ideas to enhance practice even more.

Setting details

Unique reference number	EY481309
Local authority	Hertfordshire
Inspection number	10236468
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 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	20 January 2017

Information about this early years setting

The childminder registered in 2014 and lives in Hemel Hempstead. She operates all year round, from 8am to 5.15pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Jill Hardaker

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 her evaluations.
- The inspector looked at the areas of the childminder's home that she uses with children and discussed how she operates her practice.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her.
- A sample of policies and procedures was looked at by the inspector, which included documents relating to safeguarding and complaints.
- The inspector took into account the views of parents and discussed the childminder's reflections of her practice with her.

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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