

Childminder report

Inspection date: 12 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

The childminder develops caring relationships with children. Children show that they are happy and settled. For example, as they arrive, children give the childminder a hug and spontaneously say how much they care about her. The childminder ensures children's care and emotional needs are met. For example, she carefully supports children that are cautious of the pet cats.

Children listen carefully to the attentive childminder. She provides a thoughtful variety of challenging activities. Children are keen to take part in activities. They concentrate for long periods of time and develop a good attitude to learning. The childminder models polite behaviour to the children and is a good role model.

Children benefit from regular outings that they may not enjoy at home. They have regular trips to local farms and parks, and outings to soft-play centres. Children develop their physical skills. Children also attend regular rhyme sessions at the library. They access books independently and enjoy regular stories with the childminder. Children learn to enjoy stories and develop their literacy skills.

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

- The childminder is committed to even further improving the experiences and outcomes for children at her setting. She ensures she keeps her knowledge and skills current and researches ideas for engaging activities. The very experienced childminder understands how to support children's development. She follows their interests and plans to support their next steps in learning. The childminder regularly reviews children's progress with parents.
- Partnerships with parents are strong. Parents comment on how professional, kind and patient the childminder is. They add that she is approachable, and they feel they can ask for her advice.
- The childminder supports children to develop their independence skills. For example, she thoughtfully supports children as they are doing Christmas artwork. She helps to hold the ribbon as children cut it with scissors, and she carefully starts to peel off the sticker so that children can do more of it themselves. She praises them regularly.
- Children are confident and motivated learners. The childminder understands how to build on their skills over time. For example, children practise threading ribbon through card to develop their finger control. Children learn to control pencils and scissors. Children gather the skills and knowledge they will need for school, or the next stage in their learning.
- Children decorate Christmas decorations they are making for people that are important to them. The childminder asks questions to encourage the children to think about how to make it more special for those people, for example adding

more of their parent's favourite colour. The childminder naturally introduces mathematical concepts during activities. For example, children count the decorations together.

- Children are encouraged to be proud of their attempts in learning and achievements. For example, children stop to look at their artwork and smile and clap before they continue. The childminder supports this in a variety of ways. For example, she displays children's construction work and takes photographs for them to share when children decide it is time to use the bricks another way.
- The childminder understands how to work in partnership with professionals to support children. She supports children who speak English as an additional language well. All children make strong progress.
- The childminder helps children to learn new words. For example, she points at and names the antlers on a picture of reindeer. However, the childminder does not always take the time to develop children's understanding of new words to help them become more fluent communicators.
- Children behave well, overall. They play alongside each other happily and are learning to share. The childminder is consistent in her behaviour expectations. However, she does not always teach children to consider the impact their behaviour has on their friend's feelings.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended relevant training to ensure her child protection knowledge remains current. She has a clear understanding of how to identify signs and symptoms of abuse. The childminder has robust policies that underpin her practice. She understands her responsibility to report any such concerns and the steps to take if she suspects a child is at risk of harm. The childminder takes steps to ensure children's safety in her care by ensuring any visitors do not have unsupervised access to children and by controlling the use of mobile phones in her home.

What does the setting need to do to improve?

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

- develop children's understanding of new words to help them become more fluent communicators
- teach children to consider the impact their behaviour has on their friend's feelings.

Setting details

Unique reference number	EY546664
Local authority	Hertfordshire
Inspection number	10111197
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Hatfield, Hertfordshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Becky Williams

Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector observed an adult-led activity and evaluated it with the childminder.
- At appropriate times during the inspection, the inspector spoke to the childminder and children.
- The inspector looked at relevant documentation and evidence of the suitability of adults living on the premises. The inspector held several discussions with the childminder.
- The inspector spoke to a small number of parents during the inspection and took account of their views through written feedback.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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