

Childminder report

Inspection date:

22 October 2019

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The childminder takes a warm and caring approach to her role and ensures children are happy and safe during the times that they attend. However, she does not use an effective system to continually update her knowledge and skills or identify current weaknesses in her practice. For example, she is not familiar with the most recent changes to practice and guidance or her responsibility as a childcare provider to promote children's personal development. This means that she does not meet the statutory requirements of the early years foundation stage.

Nonetheless, the childminder knows the children well and shares pertinent information with parents to continually build on children's experiences. Children engage well in the broad range of activities the childminder offers and show a positive attitude to learning. They enjoy sharing their favourite stories and imitate family events in their pretend play, such as cooking pizza in a pizza oven. The childminder involves children in regular activities to celebrate and compare their different cultures. Children are eager to learn to count in a variety of languages and taste foods from around the world.

Children behave well and promptly respond to the childminder's instruction. They learn how unkind words may have an impact on the feelings of others and are eager to provide comfort when younger children become tired or upset.

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

- The childminder does not help children to gain an effective understanding of when they might be at risk. For example, although children do not access the internet in her home, she does not teach them about ways to keep themselves safe online or how to gain support as they need. In addition, the childminder does not always provide children with clear explanations when she asks them not to do something such as climb on equipment or attempt to reach the buttons behind the television screen.
- The childminder welcomes the feedback of parents to reflect on the service that she provides and ensure children enjoy the time that they spend with her. However, her systems of self-evaluation are not rigorous enough to identify strengths or weaknesses of her current practice.
- The childminder regularly observes children and plans a meaningful curriculum to support their good progress across the seven areas of learning. However, the tracking of children's development and assessments of their learning are not yet precise enough to support children to make the best possible progress.
- The childminder effectively promotes children's communication and language development, including for those who speak English as an additional language. For example, she listens carefully to what children have to say and uses

sensitivity and clear pronunciation as she repeats the words that they attempt to use.

- Children listen intently as the childminder introduces them to new words, such as 'spider' and 'ladybird', after she recognises their current interest in insects. She uses resources well and children concentrate as they explore small, plastic insects and use a book of information to look more closely at their features.
- Children show competent skills in mathematics and literacy. They use numbers to count in sequence and show good pencil control as they draw. Children show high levels of curiosity and gain essential skills that they need to prepare them for future learning.
- The childminder has established close links with the teachers from other settings that children attend. She shares information about children's abilities and closely follows school topics to extend their learning and support consistency for each child.
- Children develop a secure bond with the childminder and quickly build their confidence in social situations through the experiences that she provides. Parents say their children are excited to attend and reach out to the childminder upon arrival each morning. They comment that she really does go the extra mile and provides a professional service and nurturing environment for their children.
- The childminder closely monitors children who show signs that they are feeling unwell. She effectively engages with parents to try a variety of methods to soothe them. The childminder gains parents' written permission to administer emergency medication until children can be collected.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the signs and symptoms that may indicate a child who may be at risk of harm. She knows the correct procedures to follow if she has any concerns about children's welfare and has obtained the necessary contact information from her local authority in order to make a referral. The childminder ensures that children are not left unsupervised with adults in the home who are awaiting full suitability checks to be completed.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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ensure professional development opportunities are in place to continually develop skills and knowledge and gain a clear understanding of the roles and responsibilities of a childcare provider, with particular regard to supporting children to begin to identify and manage risks independently.	22/11/2019
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To further improve the quality of the early years provision, the provider should:

- develop the process of self-evaluation to clearly highlight strengths and weaknesses of current practice and continually drive forward improvement
- develop more precise tracking methods and meticulous assessments of children's learning and development to inform teaching and help children to make even better progress.

Setting details

Unique reference number	123348
Local authority	Hertfordshire
Inspection number	10063651
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	6
Number of children on roll	7
Date of previous inspection	25 May 2016

Information about this early years setting

The childminder registered in 1994 and lives in St Albans. She operates all year round from 1pm to 6pm on Monday and from 8am to 6pm on Tuesday, Wednesday and Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Rachel Pepper

Inspection activities

- The inspector observed the quality of teaching during activities, indoors, and assessed the impact this has on children's learning.
- The inspector discussed the curriculum with the childminder and completed a joint evaluation of the activities that she provides for children.
- The inspector held a number of discussions with the childminder. She looked at a selection of required documentation, including the childminder's valid first-aid certificate and public liability insurance.
- The inspector interacted with children during the inspection.
- The inspector took account of the views of parents through discussions on the day and written feedback provided.

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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