

# Childminder report

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Inspection date: 23 October 2019

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 demonstrate they feel secure and happy in the care of the childminder and her assistants. They especially enjoy being outside where they have extensive opportunities for active play. The childminder and her assistants closely supervise children, for instance when they use climbing frames and swings. Children quickly become self-reliant and need little support with these activities.

The childminder works closely with parents. For example, she finds out how she can provide babies with secure routines. The childminder is aware of when babies need to sleep and provides them with a quiet area away from the bustle of children's activities. The childminder or one of her assistants carry out regular checks to make sure children are sleeping safely.

Children enjoy helping the childminder and assistants. For example, they readily volunteer to set the table for lunch. The childminder's assistant uses these tasks as learning opportunities. She helps children to count out how many cups they need. The childminder promotes children's independence. She gives them opportunities to do things for themselves. Children know they need to wash their hands before eating and are able to find their own belongings.

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

- The childminder gains good knowledge of what children can already do when they start to attend her setting. She spends time with parents to find out what early experiences children have had. The childminder looks at how she can build on these. For example, she talks about how she and her assistants support children to play with others.
- The childminder and her assistants regularly assess and track children's development. They plan activities based on children's next steps in learning, and this helps children to make good progress.
- Children spend time using pencils to make marks and learn how to make rubbings of stencils. The childminder's assistant talks about how this helps children to develop early writing skills.
- The childminder is very eager for children to experience many different aspects of the natural world. She uses visits to zoos and farms to help them to learn about animals. Visits to forest areas enable children to experience the changing seasons. The childminder skilfully adds to children's learning through thoughtfully planned activities in her setting.
- Children enjoy sensory experiences. For example, babies spend time exploring sand and musical toys. They watch with interest what happens when they press buttons. Children enjoy moulding clay into hedgehog shapes. They persevere as they press in raw pasta to make spines. Children use descriptive words, such as

'slimy' and 'prickly' to describe what they are doing.

- Parents speak positively about the childminder and her assistants. They say that their children thoroughly enjoy attending. Parents talk about how they appreciate the many enjoyable and educational outings the childminder takes children on. They state that the children talk about these in great detail at home.
- The childminder builds good partnerships with other settings and schools children attend. She understands how sharing information benefits children's learning. Evidence seen from teachers at the local school shows that they appreciate the support that they, and the children, receive from the childminder.
- The childminder has good procedures in place to monitor the practice of her assistants. They have regular discussions and staff meetings to reflect on their practice. However, the childminder does not consistently identify ongoing professional development opportunities for herself and her assistants.
- The childminder provides a stimulating learning environment for children, both inside and outdoors. However, at times, the learning opportunities available to babies are not of the same high quality as those provided for older children.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder and her assistants have a good understanding of safeguarding. They confidently talk about what would cause them to have concerns about children. The childminder helps her assistants to keep their knowledge of how to respond to any signs of abuse or extremist behaviour up to date. For example, they undertake training together. The childminder has secure policies and procedures in place to support her safeguarding practice. She shares these with parents so that they know about 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:**

- strengthen plans for professional development opportunities to raise the quality of practice even further
- extend the range of learning opportunities and experiences that are available for the youngest children.

## Setting details

<b>Unique reference number</b>	EY342917
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10073778
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 to 11
<b>Total number of places</b>	18
<b>Number of children on roll</b>	23
<b>Date of previous inspection</b>	6 May 2016

## Information about this early years setting

The childminder registered in 2006 and lives in Little Gaddesden. She works with two full-time assistants. The childminder operates all year round from 6.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder and one assistant hold a level 3 qualification.

## Information about this inspection

### Inspector

Jill Hardaker

### Inspection activities

- 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 and her assistants joining in activities with children and discussed the learning that was taking place with them.
- The inspector looked at a sample of policies and procedures which included documents relating to safeguarding, first aid and suitability checks.
- The inspector discussed the needs of individual children with the childminder and talked with her about the progress they are making.
- The inspector took into account the written 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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