

Childminder report

Inspection date:

6 November 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are cared for in a safe, home-from-home family environment. They show that they are happy and relaxed. Children form close attachments to the childminder and thoroughly enjoy their time with her. She is loving and caring towards the children. They enjoy her cuddles, comfort and reassurance.

The childminder makes the most of living in the countryside. She provides children with many interesting experiences and activities. For example, they love to watch the birds that visit the childminder's garden. Children excitedly talk about the other animals they see, such as squirrels and hedgehogs. They enjoy the nutritious, home-cooked meals that the childminder prepares for them. She teaches them to bake cakes and make soup. They go on walks to collect blackberries to make a crumble.

Children behave very well. The childminder is a positive role model. She keeps consistent boundaries and actively encourages children to use good manners. Children are encouraged to be polite and say 'please' and 'thank you'.

The childminder provides interesting and challenging activities to help children gain the skills they will need when they go on to school. For example, children make decisions about their play, learn to manage their own personal care needs and quickly become independent.

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

- The childminder provides a curriculum that focuses on children's individual learning needs. Children make good progress as the childminder makes learning fun. They are excited to join in with the activities she plans for them.
- Children learn about shape, size and colour during activities. For example, they excitedly stick different animal stickers on their pictures. They count the mice, pigs and donkeys, and know which ones are big and which are small. They have fun drawing faces on the pigs and tails on the donkeys. The childminder introduces positional language such as 'under' and 'beside'.
- The childminder builds on children's interest in the natural world. For example, she takes them to see the baby animals at the farm. Children learn how to care for living things. They feed the birds and pick apples in the childminder's garden to feed the horses. They look after the plants and talk about changes that happen as they grow.
- Children enjoy regular trips out with other minded children. They go on picnics and visit places of interest. For example, they enjoy going to the theatre and exploring local stately homes. The childminder recognises the benefits that these experiences can offer children.

- Children are keen to involve the childminder in their play. She uses all opportunities to promote children's communication and language development. She introduces new words and provides a running commentary as children play. Children enjoy listening to stories and singing familiar songs and rhymes. They are given plenty of time to think and solve problems during their play. For example, they concentrate well as they explore the magnetic shapes.
- The childminder encourages children to have healthy lifestyles. They use good hygiene routines and enjoy eating fruit at snack time. Children enjoy nutritious meals and gain a good understanding of where food comes from. For example, they grow and pick strawberries in the childminder's garden.
- The childminder evaluates and reflects on her practice. She is clear about how she wants to develop and improve her childminding provision. For example, she would like to arrange more trips for the children to further develop their knowledge of the world. She talks about how this is intended to enhance children's learning further.
- The childminder works well with parents. She keeps them up to date with their children's development and shares what they have done each day. However, the information gathered from them about what their children can do when they first start is not used effectively to plan highly challenging activities from the very beginning.
- Although the childminder ensures that statutory training is completed, she does not always make the most of ongoing training opportunities to update her existing knowledge and teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in safeguarding children and the procedures to follow should she have any concerns about a child's welfare. The childminder's home and garden are well organised, and potential risks are identified and managed. Children are encouraged to keep themselves safe. They know they have to sit at the table when eating. The childminder supervises children well. She carries out regular fire drills to ensure children are aware of procedures in the event of an emergency. This helps her to ensure children's safety at all times while they are in her care.

What does the setting need to do to improve?

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

- use information gathered from parents about what children can already do, in order to plan effective and challenging activities from the very beginning
- extend the use of further training opportunities to strengthen existing knowledge and teaching skills further.

Setting details

Unique reference number	123895
Local authority	Hertfordshire
Inspection number	10063654
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	5 July 2016

Information about this early years setting

The childminder registered in 2000 and lives in Goffs Oak. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Jacqui Oliver

Inspection activities

- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. The inspector and the childminder reflected on a learning experience for children.
- The inspector held discussions with the childminder and children at appropriate times during the inspection. The inspector took account of the views of parents from written feedback provided.
- The inspector looked at a sample of the childminder's documents, including evidence of training and the suitability of those living on the premises.

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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