

# Childminder report

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Inspection date: 12 November 2019

<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 content in the childminder's care. They are highly confident and keen for visitors to join in with their imaginative play, such as when they are playing 'shops'. Toddlers have many opportunities to explore. For example, they enjoy crunching up leaves during craft activities. The childminder meets babies' individual needs well. They sleep when they need to and wake happy and ready to play.

The childminder helps children to understand how to develop healthy lifestyles. For example, she provides them with many opportunities for exercise. Children enjoy walks in woodlands and visits to many places of interest. The childminder gives children a choice of healthy food to eat for snack and ensures they have water freely available to them.

The childminder uses her good knowledge of children to tailor her care and teaching to each of their needs. She plans her activities based on children's next steps in learning and this helps them to make good progress. For example, children develop good pencil control skills as they hold and use pencils with ease. At the same activity, toddlers use the pencils to make random marks on paper.

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

- The childminder takes time to reflect on her practice and identify areas to improve. She talks about her plans to develop her garden into a more effective learning environment. The childminder demonstrates a good understanding of how she will use this space to enhance children's play and learning.
- Children enjoy looking at books and listening to the childminder read stories to them. They show a good understanding of how to gain information from pictures. The childminder uses props such as animal puppets. This helps to sustain toddlers' interest in stories.
- The childminder helps children to learn about each other's families and cultures. For example, they join in with celebration days in children's homes. This provides excellent opportunities for children to experience other cultures, such as through food tasting and seeing traditional costumes.
- Children enjoy imaginative play and they often base this on their experiences. For instance, they engage in playing 'shops'. Children know how to find barcodes on boxes and use a toy cash register to scan them. This helps children to understand how technology is used.
- The childminder provides lots of clear space so that babies can practise crawling. She checks for hazards in the environment to make sure they can explore freely. The childminder helps children to understand risk. For example, she clearly explains to children why toys with small pieces have to be used on the table.

when babies are awake.

- Parents speak positively about the childminder. They state their children are bursting to talk about the many experiences they have taken part in. Parents say they have good knowledge on how their children are learning and developing.
- The childminder helps children to develop strong communication and language skills. She asks them open questions and gives children time to think of what to say. When children speak more than one language, the childminder asks them to explain words they sometimes use. Children are pleased when the childminder tells them they have taught her new words.
- Children have lots of opportunities to choose where and with what they want to play. They move freely from the living room to the playroom. However, at times, the childminder does not provide enough resources. This results in children having to wait and it interrupts their learning during planned activities.
- The childminder provides parents with information on her setting. This generally helps them to understand her role and responsibilities. However, the childminder has not updated this in line with changes to her policies and procedures. This results in parents not having all the correct information.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to recognise and respond to any signs that children may be at risk of harm. She is aware of how to pass on concerns to the relevant agencies in her local area. For example, the childminder has contact numbers readily available to her. She undertakes training and research to keep her knowledge relevant and up to date. The childminder has secure procedures in place to help her 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 sufficient resources, especially during planned activities, so that children can engage in more-sustained learning
- update the information that is shared with parents, in order for them to have the best possible knowledge of policies, procedures and routines.

## Setting details

<b>Unique reference number</b>	EY424834
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10074738
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	12 May 2016

## Information about this early years setting

The childminder registered in 2011 and lives in Berkhamsted. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Jill Hardaker

### Inspection activities

- The inspector looked at the areas of the childminder's home that she uses for childminding 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 complaint procedures.
- The inspector discussed the needs of individual children with the childminder and talked with her about the progress they are making.
- The inspector took account of 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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