

# Childminder report

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Inspection date: 14 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 are very happy and clearly enjoy the time they spend with the childminder. They are confident and interact positively with their peers. Children participate in a wide range of play activities and use their imagination as they engage in role play. Children use their senses to explore fresh vegetables, such as potatoes and carrots. They pretend to cook and add ingredients to small pans. Young children concentrate as they make believe they are feeding the dolls. They display determination as they manoeuvre a toy pushchair around the room. Children concentrate as they build with bricks. The childminder plays alongside offering support and encouragement. She introduces mathematical language as they talk about the size of the bricks and the shapes they make. Children gain an awareness of words and their meanings as the childminder reads stories and encourages them to look at age-appropriate books. Children watch with fascination as birds in the garden find worms to eat. The childminder engages them in meaningful conversations. They talk about the different foods birds eat and where they live. The childminder enthusiastically sings rhymes about birds and worms. She extends children's learning, suggesting they draw a picture of the 'wiggly worms' together.

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

- The childminder is enthusiastic and kind. She provides children with a homely and welcoming environment. The childminder has formed strong bonds with the children, who are relaxed in her care. She offers children continuous praise and encouragement for their achievements. This supports their self-esteem and confidence.
- Good settling-in procedures support children to feel secure when they first begin to attend. The childminder follows routines from home, such as sleep time, to ensure their individual needs are met. Young children sleep peacefully in comfortable surroundings. The childminder regularly checks on them to ensure they are safe and well.
- The childminder supports children's understanding of feelings and emotions. She talks to them in a calm and respectful manner. The childminder reminds children of good manners, such as saying 'please' and 'thank you'. Children learn to share resources and to take turns. They behave very well and display positive attitudes to learning.
- Children's independence is supported well. They skilfully use small knives to peel and cut their fruit at snack time. Children help the childminder to tidy away the toys and clear the table after meals.
- The childminder supports children's good health. She follows effective hygiene practices. Children enjoy a healthy range of food and drinks as well as daily opportunities for fresh air and exercise. However, at times, the childminder

misses opportunities to give children clear explanations to support their understanding of the benefits of adopting healthy lifestyles.

- The childminder has a secure knowledge and understanding of how children learn and develop. She makes regular assessments of what children know and can do. The childminder uses this information to plan challenging activities to move children forward in their learning. Children make good progress.
- The childminder supports children's communication skills effectively. She introduces new vocabulary, such as 'branch', as children watch the birds in the trees. The childminder speaks clearly and uses repetition to help younger children pronounce letter sounds and say words correctly.
- Partnerships with parents are good. The childminder shares information with them in a range of ways. Daily diaries are used to communicate care needs as well as children's achievements. The childminder takes time at the beginning and end of the day to talk to parents about their child's time at her setting.
- Although the childminder attends mandatory training, such as first aid and safeguarding, she has yet to establish a targeted programme for her professional development to consistently improve her knowledge and skills to the very highest level.
- The childminder takes children on regular trips and outings to enhance their physical development and social skills. Children enjoy climbing on soft-play equipment. They attend toddler groups where they participate in group singing sessions and messy play activities.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of child protection. She knows how to recognise and promptly respond to any potential concern that a child is being abused. The childminder keeps her knowledge up to date by accessing training. She supervises children well throughout the day. The childminder carries out safety checks on her home to ensure children play in a safe and secure environment. Children learn about road safety and how to use the resources and equipment with care.

## What does the setting need to do to improve?

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

- make better use of self-reflection to identify a more sharply focused programme of professional development and raise the quality of practice to the highest possible level
- provide children with clearer explanations to develop their understanding of the benefits of adopting healthy lifestyles.

## Setting details

<b>Unique reference number</b>	223474
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	10072612
<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>	2 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	10 February 2016

## Information about this early years setting

The childminder registered in 1992 and lives in Hereford. She operates all year round from 8.30am to 5pm, Monday, Tuesday, Wednesday and Thursday, except for bank holidays and family holidays.

## Information about this inspection

**Inspector**  
Tina Smith

## Inspection activities

- The inspector had a tour of the premises and discussed with the childminder the plans for children's learning. She evaluated practice with the childminder to understand how the early years provision and curriculum are organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at the suitability of persons living in the household.
- The inspector looked at relevant documentation, such as training certificates and public liability insurance.
- The inspector spoke to children to gain their views of the childminder's provision.

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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