

# Childminder report

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Inspection date: 28 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 benefit from the childminder's inclusive and nurturing approach to their care. The planned activities they take part in have all been carefully selected to meet their individual needs and broaden their experiences. For example, children regularly visit the farm and zoo with the childminder to learn more about nature and animals. Children show increased confidence and fluency in their use of vocabulary as they recall the 'hippopotamus' and 'hedgehogs' that they have observed. They become animated as they share books with the childminder and receive explanations to improve their learning. For example, children find out how penguins huddle close to keep warm and work together to take care of their young.

Outdoor activities continue throughout the year. The childminder embraces the changes in weather to build positively on children's enjoyment. For instance, in wet weather, she provides the children with waterproof clothing to explore the rainfall that has collected to form puddles. Children are extremely polite and use their manners unprompted. They receive clear guidance from the childminder about her expectations of behaviour and respond to boundaries with encouragement and support. This helps them to feel safe and secure in her home and know what is expected of them. Older children learn to be patient with young children who are very eager to join in their play.

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

- The childminder monitors the children's development through precise systems of observation and assessment. She knows the children well and has a clear understanding of the skills they need to develop next. Children make continually good progress from their starting points.
- The childminder provides parents with ideas to extend children's learning at home, such as enabling babies to have 'tummy time' to encourage them to crawl. She lends them story sacks to encourage their child's interest in reading. The childminder also shares pertinent information with staff from other settings that children attend. This helps to promote consistency in their development.
- Children show competent skills in mathematics and literacy to help prepare them for future learning. They use the concepts of size and position, such as 'small', 'big', 'under' and 'over', in their play. Children control pens to draw and guide ink stampers to complete their pictures.
- Children develop an understanding of risk through their everyday activities. For instance, they carefully use a knife as they prepare their fruit at snack time. Children know they must wash their hands to keep themselves healthy and well.
- Mealtimes are social occasions. With parents' permission, children are able to try new foods. This includes meat products from the range of nutritious, home-

cooked food the childminder prepares. Children are eager to find out what is for lunch and often request second helpings.

- The well-qualified childminder is committed to continually developing her knowledge and skills. Her programme of professional development is highly effective and consistently improves her teaching across the curriculum. For example, following recent courses, she ensures children always have ample time to share what they want to say and that her expectations of behaviour are achievable for each child.
- Parents have high praise for the childminder. They value the wide range of age-appropriate activities children take part in and the flexibility that she provides to meet their family's needs.
- Children access a wide range of stimulating resources to choose as they wish. They show interest in filling containers and complete simple puzzles. However, at times, the environment is not organised to promote a precise focus on children's learning or help them to sustain high levels of concentration.
- The childminder teaches children to be kind and respectful towards each other. She adapts the activities well to equally include children of all ages. However, she does not fully explore the available opportunities for children to learn about the cultures and traditions of other communities and families.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an extensive understanding of child protection issues. She makes the most of available training opportunities to ensure that her knowledge of safeguarding remains up to date. The childminder recognises her responsibility to promote children's welfare and knows the signs and symptoms that may indicate a child who is at risk of harm. She is aware of the procedures to follow if she has any concerns about a child or the actions of another childcare professional. The childminder has sourced the relevant contact details in order to take swift action when necessary.

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

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

- review how the environment is organised to promote a more precise focus on children's learning and help them to sustain high levels of concentration
- provide children with more opportunities to fully embrace the experiences of communities and families beyond their own.

## Setting details

<b>Unique reference number</b>	EY399363
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10063611
<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>	1 to 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	31 July 2015

## Information about this early years setting

The childminder registered in 2009 and lives in St Albans. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6 and is registered to provide funded early education for two-, three- and four-year-old children.

## 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 relevant documentation, including evidence of her first-aid qualification and public liability insurance.
- The inspector spoke to and interacted with children during the inspection.
- The inspector took account of the views of parents through completed questionnaires and other 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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