

Childminder report

Inspection date: 24 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children develop an affectionate and trusting relationship with the childminder. They receive reassurance as they need, and often climb onto her lap and cuddle in close to share a story. Children are confident to express their preferences and know that they are unique and valued as individuals.

Children develop a positive attitude to learn and show high levels of concentration. They enjoy spending time with the childminder, who provides them with ideas and suggestions to enhance their play. Children are proud of their achievements. They show perseverance as they attempt new, more-difficult tasks. For instance, they carefully watch the childminder demonstrate how to thread a lace through holes in a coloured plastic button. Children show good use of their small-muscle skills to copy and master her technique. They enjoy playing with puppets and maintain focus as they carefully fix blocks together to build a tall tower.

Children respond well to gentle reminders from the childminder about her clear expectations of behaviour. For example, they know they need to help to tidy away some of the toys before choosing more to play with. Children learn to be kind to others and develop care and concern from a young age.

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

- The qualified childminder is extremely passionate about her role and is keen to continually develop her practice. She welcomes the views of parents and uses a range of ways to fully include them in children's learning. Parents highly praise the childminder. They value the flexibility she provides to meet their individual needs and say she often seems to know the children better than they do.
- The childminder has put a lot of thought and effort into children's settling-in procedures. She provides each family with detailed information about the service that she provides and makes time to visit children in their own homes. This helps her to gather pertinent information about each family and tailor the support and guidance that she provides.
- The childminder strives to give children consistency and stability in their experiences. For example, when she moved house, she considered arrangements to ensure she could continue to provide care for children when they move on to a different school.
- The childminder uses assessment well and has a clear understanding of what children need to learn next. She notes children's interests and uses these to inform her plans. For example, following a visit to a museum, she focused the activities on penguins as these had captured the children's attention.
- The childminder makes the most of opportunities to teach children how relationships work. At times when more children are present, she guides them

on how to play within different age groups. Children learn they may have skills they can share. They realise they might need to be more patient with the younger children.

- Children show an early interest in mathematics and how things work. They begin to understand the language of size and position. Children recognise when groups of items have similarities. They know computers can be used to find information and how to operate toys with buttons. Children develop essential skills for their future learning.
- Children benefit from the childminder's energetic and active approach to life. They enjoy a wealth of outdoor experiences all year round. On regular local walks, they observe the lives of swans by the canal and collect conkers that have fallen from the trees. On day trips, children learn to fly kites in vast open spaces.
- The childminder completes robust risk assessments of her home to ensure children remain safe. She teaches children about what constitutes a danger. Young children know they must take care as they climb on and off of the chairs, or this may result in a fall.
- The childminder continually improves her knowledge and skills through various training opportunities. However, she does not always focus her learning on helping children to make the best possible progress, particularly in relation to their speech and language.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular safeguarding training to ensure her knowledge of child protection issues remains up to date. She is aware of the wide range of signs and symptoms that may indicate a child is at risk of harm. The childminder knows the correct reporting procedures to follow if she has any concerns and recognises her responsibility to promote children's welfare. She has a good understanding of when immediate action needs to be taken and of the times when it is more appropriate to hold a discussion with parents.

What does the setting need to do to improve?

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

- seek further ways to enhance professional development opportunities that focus on developing teaching and help extend children's progress even further.

Setting details

Unique reference number	496676
Local authority	Hertfordshire
Inspection number	10127070
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	4
Date of previous inspection	3 July 2014

Information about this early years setting

The childminder registered in 2001 and lives in Hemel Hempstead. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays. The childminder holds an appropriate qualification at level 5.

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 had a tour of the premises 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 the childminder's first-aid certificate and public liability insurance.
- The inspector interacted with children during the inspection.
- The inspector took account of the views of parents through a telephone conversation and 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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