

# Childminder report

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Inspection date: 28 January 2020

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<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 happy and settled, and they confidently explore the welcoming environment. Parents are complimentary regarding the level of care the attentive childminder provides. Babies benefit from plenty of reassurance and caring interactions. Children enjoy warm relationships with the kind childminder. She is a good role model and children listen to her carefully. They respond quickly when reminded of expected behaviours. Children behave well and display friendly behaviour. For example, they initiate imaginative role play with their friends as they pretend to cook.

Children enjoy attending a variety of sessions at a local playgroup. They learn to make new friends and adapt to new routines. The childminder supports children to develop their social skills and teaches them about emotions. Children begin to show empathy. Unprompted, they ask their friends how they are feeling. Children are thoughtfully inclusive in their play. For example, as they make a birthday cake out of dough, they make sure they sing 'happy birthday' to all their friends.

The childminder provides frequent opportunities for children to develop their language skills. They enjoy sharing stories and sing songs. The childminder uses narration well to support younger children's speech. Children learn new words and expand their vocabulary.

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

- Partnership working is effective. Parents say they are happy to ask the experienced childminder for advice. They also comment favourably on her effective communication skills. The childminder regularly reviews children's care and learning needs with parents. She ensures she has current information about children's interests and achievements at home from when they start attending. The childminder uses this information, as well as information gathered from other settings that children attend, to support continuity in their learning. She plans effectively to support children's next steps in learning and discusses ideas with parents to help support children's learning at home.
- Children's literacy skills are supported well as they enjoy many mark-making opportunities. For example, younger children enjoy painting with foam and paint. The childminder makes the most of natural opportunities as they arise. For example, children make lines and circles using their gloved fingers on a frosty window. The childminder understands how to build on children's skills over time. Older children practise writing numbers and letters. They learn the alphabet and start to understand the associated letter sounds. Children make strong progress over time and gather the skills they need for school.
- The childminder provides children with a strong variety of resources and

challenging activities to spark their curiosity. Children are keen to take part and are engaged in their play. However, the childminder does not always give them enough time to fully explore their play during adult-led activities.

- Children develop their physical skills and coordination. For example, they roll dough, assemble puzzles and build with different types of construction blocks and cogs. The childminder uses praise well to encourage children to persevere. They learn how to use scissors safely with one hand.
- The childminder promotes children's health and well-being effectively. They have regular fresh air and are physically active. Children learn about the effects of exercise on their bodies. For example, they feel their hearts beating loudly after dancing. Children wash their hands before eating and know not to eat food if it has fallen from their plate. They develop an understanding of good hygiene routines. However, there are missed opportunities to learn about the importance of healthy food choices.
- The childminder evaluates her practice effectively. She completes training and researches ideas to ensure her early years knowledge remains current. The childminder gathers feedback from parents and reflects on how to improve her provision even further. For example, she has made improvements to how activities and resources are organised. As a result, children from a young age can access more resources independently. The childminder supports them to develop their independence and self-care skills. For example, children help to set up activities.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder demonstrates a clear knowledge of how to identify the possible signs and symptoms that a child may be at risk of harm or abuse. She understands her role and responsibility to report any such concerns and how to take appropriate action to help safeguard children. The childminder has a clear understanding of how to report concerns regarding a child's safety. She attends training and ensures her safeguarding knowledge remains current to refresh and widen her safeguarding knowledge. The childminder supervises children closely around authorised visitors and controls the use of mobile phones in her home.

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

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

- provide children with more time to fully explore and engage freely with their play, to enhance their learning and develop their thinking skills even further
- develop children's understanding of the importance of healthy food choices as part of a healthy lifestyle.

## Setting details

<b>Unique reference number</b>	123917
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10063655
<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>	5
<b>Date of previous inspection</b>	3 June 2016

## Information about this early years setting

The childminder was registered in 1995 and lives in Watton-at-Stone, Hertfordshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for children aged three and four years.

## Information about this inspection

### Inspector

Becky Williams

### Inspection activities

- The childminder and the inspector looked around the childminding premises together. The inspector spoke to the childminder about how she arranges her early years provision and curriculum.
- The inspector looked at the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning. The inspector observed an adult-led activity and evaluated it with the childminder.
- At appropriate times during the inspection, the inspector spoke to the childminder and children.
- The inspector looked at relevant documentation and evidence of the suitability of adults living and working on the premises. The inspector held several discussions with the childminder.
- The inspector took account of parents' views through written feedback during the inspection.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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