

Childminder report

Inspection date: 20 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children develop extremely warm and caring relationships with the childminder and her assistants. They are excellent role models, treating children with kindness and respect. Children show that they feel safe, happy and settled. They are highly motivated and are very eager to join in with all activities. Children quickly become familiar with the daily routines.

Children are exceptionally well supported in managing their feelings and emotions. The childminder uses stories to encourage them to explore and understand different emotions, such as being 'happy' or 'sad'. Children of all ages form close friendships and play well together. They learn to be part of a group, understand rules and happily share the toys. Children receive consistent praise and their behaviour is exemplary.

Children develop a love of books and thoroughly enjoy listening to stories read by the childminder. She asks them questions to encourage them to think. For example, they listen intently to a story about animals at the zoo. The childminder asks them to think about the food the animals eat and the noises they make. This helps to develop children's knowledge of the world. Children of all ages and abilities achieve well and enjoy their time with the childminder and her assistants.

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

- The childminder works very closely with her assistants. They share their skills to provide the best possible care for children. They demonstrate that they clearly enjoy their role. For example, they enthusiastically join in with young children as they 'cook the dinner' in the role-play area.
- The childminder regularly assesses what children understand and can do. She uses this information to decide what they need to learn next. She plans a wide range of stimulating activities linked to their interests. For example, children love to explore in the childminder's well-resourced garden. They use the 'explorer's box' with magnifying glasses, bug boxes and nets to help them hunt for insects.
- Children quickly develop their communication and language skills. The childminder uses clear, simple language that younger children can copy. She constantly talks to children about what they are doing. Children develop a love of books, stories and songs, which helps them to build on their vocabulary.
- Children benefit from daily fresh air and exercise, which helps to promote their physical well-being. They have access to a wide range of interesting and stimulating opportunities outside. Young children enjoy playing with the ride-on toys, rockers and climbing frame. They have many exciting opportunities to take manageable risks and experience physical challenge in their play.
- Children become extremely independent from a young age. For example, they

feed themselves and independently wash their face and hands after meals. They take turns to help the childminder cut up the fruit at snack time, and make their own sandwiches at lunchtime. Children persevere to put on their coats and shoes when they play outside. They are very well prepared for starting school.

- The childminder has developed excellent partnerships with schools and other settings that children attend. They work closely together and share information to help provide continuity in children's care and learning. Children attend events at the school, such as sports day. This helps them to become familiar with the school environment and teachers.
- Parents are extremely complimentary about the childminder and her assistants. They say that they are 'thoroughly impressed with the care and love their children receive'. The childminder regularly shares information with parents. She completes a daily diary, which tells them about their children's day. Parents are given good ideas of how to extend children's learning at home. For example, children enjoy taking home a 'bug buddy' with ideas for activities they can do with their families.
- The childminder and her assistants work very well together. They have regular discussions about their roles and the activities they are planning for the children. However, the childminder has not yet established highly effective systems for supervising and supporting her assistants in order to further develop their practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a very good understanding of their role in safeguarding children. They know the procedures to follow should they have any concerns about a child's welfare. The childminder ensures all adults working with children have had suitability checks completed to help ensure they are suitable for their roles. The childminder demonstrates a very good awareness of wider child protection issues, such as radicalisation and online safety. Children learn how to keep themselves safe. For example, the childminder teaches them how to cross the road safely and how to evacuate her home quickly in an emergency.

What does the setting need to do to improve?

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

- build on the current arrangements for supervising and supporting assistants and encouraging the development of their knowledge and skills.

Setting details

Unique reference number	EY315931
Local authority	Hertfordshire
Inspection number	10127142
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 10
Total number of places	18
Number of children on roll	27
Date of previous inspection	18 August 2015

Information about this early years setting

The childminder registered in 2005 and lives in Cheshunt. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two assistants. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqui Oliver

Inspection activities

- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. The inspector and the childminder reflected on a learning experience for children.
- The inspector held discussions with the childminder, her assistant and the children at appropriate times during the inspection. The inspector took account of the views of parents from written feedback provided.
- The inspector looked at a sample of the childminder's documents. This included evidence about training and the suitability of those living and working on the premises.

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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