

Childminder report

Inspection date: 25 February 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 demonstrate positive attitudes to their play and learning. They participate eagerly in activities and show that they are secure and confident. Children settle quickly and show their genuine affection for the childminder, readily including her in their play and discussions. The childminder knows the children very well. She makes good use of this information to offer them a wide range of interesting activities. These take account of children's interests and enable them to take the next steps in their learning and successfully build on their skills and knowledge.

The childminder offers children praise and encouragement, building their self-esteem and their belief in their own ability to succeed. Children persevere when faced with new challenges. For example, young children concentrate as they thread string through holes to join wooden pieces together. They are proud of their achievements and readily accept further, more difficult challenges. Children learn about emotions and show a good understanding of how their actions affect others. They manage their behaviour well and show care and concern for one another. They readily help with tasks such as tidying up, taking care to put the toys away neatly and in the correct place.

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

- The childminder understands each child's experiences and offers them further experiences that aid their ability to learn. For example, children develop their curiosity and investigative skills as they participate in gardening activities. They plant bulbs and note how the roots grow, compare the colours of the flowers and talk about the resting time for the bulbs.
- Children develop a practical understanding of how to keep themselves safe and healthy. For instance, they talk with the childminder about the height regulations for car seats. They use a height chart to check their own heights and determine the appropriate seat.
- The childminder works well with other childcare settings that children attend. She builds good partnerships with parents and offers them practical support in understanding their children's learning and development. For example, she provides useful leaflets and links to relevant websites.
- Children have fun and enjoy many play opportunities that aid them in developing their skills. For instance, they develop strength and coordination as they make pancakes, pushing flour through a sieve and pushing and pulling a whisk to make it turn. They play with toy trains and use their knowledge of mathematics and positional language as they count the trains and describe which are in front and behind.
- The childminder supports children well in developing their language skills and an enjoyment of books. For example, she provides props that aid children in

remembering stories. Children are engrossed as they retell a story. They remember the vocabulary and eagerly use this as they move the story characters around background scenery. Children enjoy referring to books that illustrate recent activities, and they fondly remember these and recall facts.

- The childminder plans activities that help reinforce children's learning. For example, children make pancakes and then use associated role-play resources. They remember the process as they pretend to mix the ingredients and try to toss the pancakes.
- The childminder demonstrates a genuine enjoyment of her work. She uses her childcare qualification well to inform her daily practice. She develops her own practical procedures to aid her in assessing children's progress and noting any areas where they need further support.
- Thoughtful daily procedures help children to feel settled and offer them opportunities to understand differences. For instance, children feel comforted when they look at their individual books of family photographs made by the childminder. They enjoy sharing these and noting the different family compositions and traditions.
- The childminder does not consistently make the best use of ongoing opportunities that aid children in expressing their creativity and ideas and extending their own play.
- Children do not have consistent opportunities to access resources or participate in activities that aid the development of their skills in making marks and writing.

Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains a good knowledge of safeguarding, enabling her to quickly identify any concerns about children's welfare and report these to the appropriate professionals. She completes training and reads relevant literature to ensure her knowledge is up to date. The childminder appreciates the potential dangers associated with use of the internet and takes effective action to protect children. She talks sensitively with children about the safe use of information and communication technology. She provides information to parents so that they can support their children in staying safe. The childminder demonstrates a good appreciation of the risks associated with extreme views and practices.

What does the setting need to do to improve?

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

- extend the opportunities that support children in expressing their creativity and ideas and extending their own play further
- enhance the opportunities that support younger children in making marks and developing their early writing skills.

Setting details

Unique reference number	EY308748
Local authority	Hertfordshire
Inspection number	10127139
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	6
Number of children on roll	15
Date of previous inspection	21 March 2014

Information about this early years setting

The childminder registered in 2006 and lives in Colney Heath. She operates all year round from 7.30am to 6.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Eyre

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. She carried out a tour of the home with the childminder to discuss and understand how the early years provision is organised.
- The inspector talked with children and the childminder at appropriate times throughout the inspection. She reviewed an activity with the childminder.
- The inspector looked at evidence of the suitability of household members. She discussed the childminder's self-evaluation and viewed a range of other documentation, including the safeguarding procedures.
- Written feedback from parents was looked at and the inspector took account of their views.

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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