

Childminder report

Inspection date: 31 August 2021

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	Good
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What is it like to attend this early years setting?

The provision is good

Children learn in a welcoming, well-laid-out home, which has plenty of space for them to play and explore. The children enjoy investigating activities indoors, as well as outdoors in the large garden. They have plenty of toys and resources to use, which reflect their stages of development and the childminder supports all children's good progress.

Children show a positive attitude to learning. They become involved in mark-making activities with large chinks, water and large paint brushes. For example, they use their large muscles as they draw shapes, curved and straight lines and make marks to represent numbers. They laugh and exclaim out loud when they look at the marks they have made.

Children understand what is expected of them and behave well. They talk with the childminder about sharing toys and taking turns, and learn from her good example. They sit calmly to eat their lunch and talk politely to the childminder, saying please and thank you. The children show that they feel at home with the childminder and move confidently around all the areas for childminding. They know where to wash their hands and hang their bags and coats.

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

- The childminder has high expectations of the children in her care. She uses planned activities and experiences to build on what they know and can already do, and helps them learn what comes next. She understands how children develop and gives them time to pursue activities in a relaxed way at their own pace. This underpins their good development across all areas of learning.
- The childminder helps the children to make connections in their learning. For example, they link the word 'seahorse' with 'horse' and discuss that a horse makes a 'neigh' sound. Children gallop happily around saying, 'neigh, neigh'.
- Children are supported to learn new vocabulary. For example, the childminder repeats words they pronounce incorrectly and congratulates them when they try again. Young children are starting to use two and three words together to make simple sentences, such as describing a 'pink chalk'. Other children communicate by gesture. The childminder recognises and values this. However, at times, the childminder does not give children enough time to respond in conversations to fully develop their conversational language.
- Children read with the childminder everyday and they explore stories together. However, she does not provide children with a wide range of fiction and non-fiction books to further support their developing literacy skills.
- Areas used by children remain safe and suitable. For example, the childminder has covered a glass-topped table with a purpose made thick cover to reduce

risks of children hurting themselves. Her home is clean and hygienic and she encourages children to care for themselves. They wash their hands and put their own shoes on to play outside.

- The childminder encourages children to keep trying when they find something difficult. They try to catch a toy dolphin with a hook on a fishing rod and keep going until they succeed. She then praises them warmly to give them confidence in their abilities.
- The childminder has attended a broad range of training to support her practice. For example, she attends a weekly webinar on young children's education and safeguarding. She reflects on the training she attends to help her to identify areas where she can still improve.
- Partnerships with parents are secure. She communicates with them daily, sharing pictures and other information about children's days. During the COVID-19 (coronavirus) pandemic she provided stability and continuity as she stayed open to support the families of key workers. She kept in regular communication with the families of other children she cares for, and they have settled back in well. Parents state that the childminder provides a 'second home' to their children, and praise how well she cares for their well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of the signs and symptoms that indicate that a child may be at risk of harm and understands her responsibility to protect children. She knows what action to take should she be concerned about a child, to gain help from relevant agencies. The childminder keeps her knowledge of safeguarding matters up to date through regular training that covers broader areas of safeguarding. She understands how to follow local procedures to protect children.

What does the setting need to do to improve?

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

- develop ways that encourage children's speaking and listening skills to help them understand the rhythm and patterns of conversational language
- develop understanding of how to support children's literacy through experiencing a wider range of fiction and non-fiction texts.

Setting details

Unique reference number	EY219232
Local authority	Hertfordshire
Inspection number	10063545
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	3 September 2015

Information about this early years setting

The childminder was registered in 2002 and lives in Borehamwood. She operates all year round from 7.30am to 6pm, Monday to Tuesday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anne-Marie Giffits-Walker

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and inspector discussed an observation and how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with written testimonials from parents, which the inspector took into account.
- The inspector viewed all areas of the provision and discussed the safety and suitability of 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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