

# Childminder report

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Inspection date: 2 February 2022

<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, confident and enjoy being in the childminder's home. Children have good relationships with the childminder and often stay close to her. The childminder has a good knowledge of the children. She gains information about the children before they start, so she can offer a 'home-from-home' service. The childminder adapts her settling-in process for each child. The children have access to a good selection of toys, and they enjoy exploring these independently. Children create different sounds using musical instruments. They laugh and clap their hands in excitement as they make lots of noise.

The childminder provides activities which engage the children and use their interests and life experiences. For example, following a recent hospital visit, the childminder provides the children with a doctor's kit. They find each other's heartbeats and make comparisons to how the doctors treated them. The children have a lot of opportunities to explore the local environment. Children visit the local parks with the childminder to develop their physical skills. They often join another childminder, which provides children with opportunities to socialise with other children and adults. This helps develop their confidence around other people. The local allotments provide children with opportunities to learn about the natural world. The children grow pumpkins and sunflowers. They water and look after them, and watch as these grow.

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

- Parents appreciate the 'calm, safe and supportive environment' that the childminder provides. Parents talk of the effective communication they receive from the childminder. They love the way she uses face-to-face communication daily to discuss their child's day. During the COVID-19 pandemic, the childminder remained in contact with all children. She visited children to keep her face recognisable. This supported children when they settled back into the setting.
- The childminder supports children's language development by providing commentary as they play. She uses books and picture cards to introduce older children to learning new sounds. The childminder asks children age-appropriate questions and allows them time to respond. However, the childminder does not consistently introduce new words to extend children's vocabulary.
- The childminder includes mathematical ideas into children's play. While playing with the farm animals, children count the number of cows on the animal noise shaker. Later, while reading stories, children count the number of animals on each page. Children enjoy expanding their counting skills.
- The childminder has a good understanding of child development. Children make good progress in their learning and enjoy activities available to them. Children

concentrate at activities for long periods of time. However, sometimes, the childminder does not adapt activities for the younger children; for example, when rolling a ball back and forth with older children.

- The children enjoy creative and messy activities. Using pasta, raisins and seeds, the children create a scarecrow picture. Children use their hands to explore the pasta. They put the glue on their pictures independently and use tubs to shake seeds onto the picture. They proudly hold their pictures up at the end to show the childminder. These activities support children's confidence and fine-motor development.
- The childminder promotes healthy eating and healthy lifestyles. She provides meals for the children to ensure they have a balanced diet. Where parents provide meals, the childminder offers advice on healthy options. Throughout the day, children have access to healthy snacks, including fruit and vegetables.
- The childminder has high expectations for children's behaviour. Children are kind to each other as the childminder teaches them how to share toys. The childminder distracts the children when they become over excited. This allows children to become calm and engage in another activity.
- The childminder evaluates the activities that she provides to help her develop her provision. She is aware of children's interests and considers these when planning activities. The childminder often discusses her practice with other childminders, and uses these to continue to improve. By creating a network of childminders, she is able to share ideas and to have support if she needs it.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good understanding of safeguarding children. She is aware of the different types of abuse and knows who to report to should she have any concerns. The childminder has a detailed safeguarding policy in place. She ensures her training is always up to date. The childminder discusses road safety with the children as they walk to school. This helps to keep the children safe outside of the home.

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

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

- focus more precisely on introducing children to a wider range of vocabulary during play and activities
- adapt activities to fully meet the needs of the younger children to enhance their play and learning.

## Setting details

<b>Unique reference number</b>	EY385370
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10129297
<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 at time of inspection</b>	1 to 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	12 July 2016

## Information about this early years setting

The childminder registered in 2008 and lives in Harpenden. She operates from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Lisa Smith

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in the evaluations of the childminder's practice.
- The childminder and the inspector completed a learning walk together. They discussed the curriculum and what the childminder wants children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector looked at reviews from the parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of suitability of the childminder.

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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