

Childminder report

Inspection date:

7 February 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Met

What is it like to attend this early years setting?

The provision is good

Children are relaxed and happy in this home-from-home, family environment. The childminder is very caring towards them. Children develop a strong bond with her and show that they feel safe and secure in her care. The childminder is a positive role model and children behave well. Children quickly learn the 'house rules'. The childminder gives them lots of praise and reassurance. This helps to build their confidence and self-esteem. Younger children are gently reminded to share and be kind. They are well supported to understand different emotions, such as when they both want the same toy. Children learn to be respectful and recognise those who help us. For example, when they see a fire engine, the childminder talks about how fire officers help people to stay safe.

Children have interesting, enjoyable days with the childminder. They often go on outings where they can explore and learn about nature. For example, they love to visit the local zoo. Young children learn to manage their own personal care needs, such as putting on their coats and shoes. They confidently and independently choose what they would like to play with. Children are well supported to gain the skills they will need when they go on to school.

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

- The childminder clearly enjoys her role. She quickly recognises each child's individual needs and helps them to feel valued and welcome in her home. The childminder provides children with a good range of activities that meet their interests. For example, when they show a fascination with dinosaurs, she ensures these are available for them to use in their play.
- Children make good progress in their learning. The childminder provides a variety of activities across all areas of learning. For example, children enjoy playing with the toy cooker. They learn that by turning knobs they can make a noise. This helps children to learn about everyday technology and its purpose.
- The childminder provides some opportunities for children to make marks. They draw with pencils and crayons. However, the childminder does not consistently provide children with a range of resources to enhance their creativity and develop their imagination.
- Children have many opportunities to socialise. They often go to local toddler groups, where they learn to interact with other children and participate in group activities. The childminder often meets up with other childminders and the children they look after, which also helps children to develop their social skills.
- The childminder offers good support as children begin to speak. She continually talks to them to develop their vocabulary, and helps them learn to pronounce words correctly. Children enjoy singing familiar songs and rhymes. They quickly develop a love of books. Younger children enjoy having cuddles with the

childminder as she reads stories. They proudly point to the pictures when they recognise animals.

- Children go on regular trips in the local community. They look for shapes in the environment and for numbers on people's front doors. This helps to develop their early mathematical skills. Children enjoy having a picnic lunch at the park and their trips to the zoo. They excitedly talk about the animals they see there. The childminder recognises the benefits that these experiences can offer children.
- The childminder has developed strong partnerships with the schools that older children attend. She shares relevant information about children to promote continuity in their care and learning. Younger children accompany the childminder on the school run. They are able to become familiar with the school environment and teachers.
- The childminder forms friendly and trusting partnerships with parents. Parents state that she is a very important part of their lives. They appreciate the childminder's flexibility and that she takes their children on exciting outings. The childminder keeps parents well informed and involved in their children's care, learning and development.
- The childminder reflects on her practice to identify ways to improve. She ensures that she keeps her knowledge and understanding of statutory guidelines and legislation up to date. However, the childminder has not considered how her professional development could be strengthened to help improve her practice even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder places a high priority on children's safety. She has a good understanding of her role in safeguarding children and the procedures to follow should she have any concerns about a child's welfare. The childminder can identify signs that a child may be at risk of harm or abuse. This includes protecting children from the influence of extremist views. The childminder keeps her safeguarding knowledge up to date through regular training. She introduced all safety measures, in line with guidelines, to keep children safe during the COVID-19 pandemic.

What does the setting need to do to improve?

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

- enhance opportunities for children to explore and experiment with different media and materials, to help them use their imagination and develop their ideas
- use evaluation to identify professional development opportunities in order to strengthen existing knowledge and further enhance the quality of education.

Setting details

Unique reference number	124014
Local authority	Hertfordshire
Inspection number	10124201
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	1 to 5
Total number of places	6
Number of children on roll	2
Date of previous inspection	8 December 2014

Information about this early years setting

The childminder registered in 1992 and lives in Cheshunt. She operates all year round from 7.30 am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqui Oliver

Inspection activities

- This was the first routine inspection the childminder 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 their evaluation of the setting.
- The childminder showed the inspector 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 childminder shared a sample of documents with the inspector. This included evidence of training and the suitability of those living on the premises.
- The inspector observed children and the childminder taking part in activities and assessed the impact this has on children's learning. The inspector and the childminder reflected on a learning experience for children.
- Children spoke to the inspector about what they enjoy doing at the childminder's house.
- The inspector took account of the views of parents from feedback provided.

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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