

# Childminder report

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Inspection date: 9 February 2022

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|------------------------------|-------------|
| <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> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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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 enjoy being outside and exploring the different areas of the childminder's garden. They develop their independence, such as by attempting to put on their own wellington boots. They turn to the childminder for help if they need it. Children learn about how plants grow. They handle plants carefully, touching the petals gently with the childminder's support. Children learn the names of each part of the plant. This helps them to understand about the natural environment around them.

Children become resilient and persevere. They push bikes up hills and keep on going when they get to a steeper incline. This helps them to strengthen their muscles. They are proud when they reach the top, smiling and exclaiming happily that they have done it. Children confidently sing along to familiar songs and complete the actions. For instance, they pretend to be sleeping bunnies and then jump up and down as they pretend to wake up. Children engage positively with visitors. Children show them the nursery rhyme book they are looking at. They sing their favourite rhymes and listen with interest as the visiting adult joins in.

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

- Children who speak English as an additional language make strong progress. They use their native language with the childminder. She understands what they are saying and translates this into English for them. This helps the children to develop their understanding of the English language. It also supports children around them to feel involved in the discussion. Children then use English alongside their native language as they speak. The childminder repeats their sentences back to them clearly so that they can hear how the words should sound.
- The childminder has strong relationships with the parents of the children she cares for. Parents speak highly of the service that she provides. The childminder holds regular discussions with them about their children's progress. She shares ideas with them so that they can support their children's learning at home. Children enjoy taking books home to share with their families. Parents inform the childminder about activities that children have completed at home. This helps the childminder to link children's own experiences to the learning they complete with her.
- Children who have special educational needs and/or disabilities are well supported. For example, the childminder adapts her interactions for children with hearing difficulties. As a result, they have the best possible opportunity to hear her. She learns how to manage hearing devices that children have fitted by medical professionals. Children learn to use simple sign language at home. The childminder develops her own understanding of this so that she can use this with children when they are with her. This enables the childminder to

communicate with children even more effectively.

- The childminder provides children with a language-rich environment. She talks to the children as they roll out dough. She gives them clear instructions and talks to them about what is happening, such as the dough getting 'flatter' and 'wider'. The childminder checks that children understand how to use new words appropriately. For instance, she asks them questions about what they are doing. This helps her to assess children's learning and provide them with new challenges promptly.
- Children play alongside others, engrossed in activities that they have chosen. However, they sometimes struggle to interact positively with one another, such as when they want to use the same toy. The childminder does not provide the children with strong enough support for them to understand how to resolve the issue. For instance, she fetches another toy for one of the children. As a result, children do not yet recognise the impact of their actions on others. They do not fully understand how to share and take turns in an age-appropriate way.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her safeguarding knowledge is up to date. She attends regular training to develop her knowledge further. The childminder considers risks to children in her home and manages these effectively to keep children safe. She regularly updates her safeguarding policy to make sure that she has the correct contact information should she need to raise concerns regarding children's welfare. The childminder has an appropriate understanding of the possible signs that a child may be at risk of abuse.

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

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

- support children to develop their positive interactions with their peers and understand how their actions can impact others.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | 123487  |
| <b>Local authority</b>                             | Hertfordshire   |
| <b>Inspection number</b>                           | 10127298  |
| <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> | 2 to 2  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 2   |
| <b>Date of previous inspection</b>                 | 21 May 2014   |

## Information about this early years setting

The childminder registered in 1995 and lives in St Albans, Hertfordshire. She operates during term time only, from 8.30am to 5pm, Tuesday to Thursday. She holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Jenny Hardy

### 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 provider and has taken that into account in their evaluation of the provider.
- The inspector had a tour of the areas of the premises used for childminding.
- The childminder and inspector discussed how the childminder's curriculum is arranged. They discussed the impact of this on children's learning and development.
- The inspector interacted with children at appropriate times throughout the inspection.
- The inspector read feedback from parents. She took their views into consideration.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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