

Childminder report

Inspection date: 16 June 2022

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 are clearly settled and happy in the childminder's home. They know where to find the things they like and that their choices will be respected. They sit down to eat food and happily feed themselves, commenting that they like the food that the childminder serves. The childminder is sensitive to children's likes and dislikes, promoting their sense of self and developing their understanding about what makes them unique. She clearly knows their needs well, and children show that they have a strong emotional bond with her.

Children use spoken language successfully to share their feelings, thoughts and ideas. They follow the childminder's lead as she commentates on their play. Children also do this. They discuss how they need a different colour pen, or that they are still cutting with scissors. Children are very imaginative and play complex games. The childminder involves herself in their imaginative world as they dress their dolls and teddies to get them ready for a play holiday. She encourages children to resolve individual conflicts, such as when they want to use the same resources. This helps them to learn to manage conflict and regulate their own behaviour. Children ask to use the toy 'next please' as they negotiate who will have the resource at each time.

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

- The childminder engages confidently with children, especially to promote their language skills to broaden their vocabulary and refine their pronunciation. They are able to explain things that they know. For example, they know that when it is warm 'we wear sun cream' and when you handle hot food 'you need oven gloves'. The childminder has plenty of resources and uses these well to maintain children's interests, particularly in craft activities. She helps children to explore features of the things that they draw, such as the features of faces, and she encourages them to give meaning to the pictures. This helps them to make connections between their artwork and the things they represent.
- The childminder has a clear view of the quality of her provision and has kept up to date with her professional development. She provides support to her assistant to ensure that they both understand and can meet children's needs. All required training is in place and the childminder is reflective about areas where she still needs to develop. She exchanges ideas with other providers to make sure that she remains familiar with any updates. She engages positively with outside professionals to help her to continue to develop her practice.
- The childminder shows great care for children's physical and emotional safety. For example, she takes care when on outings with children to help them stay safe and understand how to keep themselves safe. The environment is safely risk assessed. For example, the garden is set out with plenty of areas of shade

and secure exits to prevent children from having access to unsafe items. Children show that they understand how to manage trips out of the home. For example, they pretend to go to the shops and make sure that their dolls and teddies wear appropriate clothing and are safely tucked into the pushchair.

- The childminder extends activities, for example, to introduce letters or shapes to help children learn new ideas. She encourages children to be resilient and to try things again, such as using scissors to cut out the pictures they have drawn. However, at times, in her enthusiasm, she steps in sooner than necessary into activities. This means that she sometimes does not give children enough time to complete things that they are capable of doing themselves.
- The childminder clearly has a close working relationship with parents, who praise the quality of the care that she provides for their children. They express their gratitude for the steps she takes to promote children's good progress, and there are regular opportunities for them to share their views with the childminder. The childminder takes time to find out about each child's home life and considers this carefully when planning for their care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding and how to protect children in her care. She is thoroughly aware of local safeguarding issues and of the requirements and procedures of her local safeguarding partnership. She has kept up to date with changes to reporting procedures and has a strong understanding of how to recognise concerns.

What does the setting need to do to improve?

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

- consider when to engage in children's learning and when to stand back to enable children to become more deeply focused and follow their own ideas through to their conclusion.

Setting details

Unique reference number	124042
Local authority	Hertfordshire
Inspection number	10127018
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	16
Date of previous inspection	12 November 2014

Information about this early years setting

The childminder registered in 1992. She lives in Hoddesdon. The childminder's daughter occasionally works as her assistant. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Naomi Brown

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 childminder showed the inspector their premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector discussed the curriculum and discussed the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- 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 childminder provided the inspector with a sample of key documentation on request.

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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