

Childminder report

Inspection date: 24 August 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and feel safe in the childminder's welcoming home. They have strong relationships with the childminder and go to her for cuddles and comfort. Children play cheerfully with their friends. There is a wide selection of fascinating activities for the children to explore. For example, children use their senses to discover spring onions and lettuce and talk to their friends about what they smell and feel like. Consequently, children are excited to learn and are deeply engaged in activities.

Children are very independent. They behave extremely well and show high levels of self-control. The childminder supports them to learn about rules and how these keep them safe. The childminder has very clear expectations of the children and shows them how to do things for themselves. For example, children understand how to tidy up, wash their hands and put their shoes on independently. Children are confident learners who access the childminder's home freely and make choices about what to play with.

Children are supported well in developing their communication and language skills. The skilled childminder speaks clearly and repeats new vocabulary, which the children mimic and echo. Children spend lots of time listening and talking to the childminder and their friends. Consequently, children rapidly learn new language and use new vocabulary throughout the day.

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

- The childminder has a strong understanding of child development. She uses her knowledge to plan a well-sequenced curriculum that is linked to the children's interests and individual next steps. As a result, children are interested and engaged in activities and rapidly learn new skills.
- The childminder supports children to develop their communication and language skills. She deliberately selects new vocabulary and ensures that children hear new words a number of times. For example, the childminder teaches the children the word 'onion' and the children join in copying and repeating. Consequently, all children acquire new words and use them in their play.
- The childminder understands that repeating activities helps children to learn new skills securely. She uses equipment that children are familiar with and recognise.
- The childminder knows the children well. She identifies the next steps for individuals and robustly uses assessment to plan enriching activities across all areas of learning. The childminder supports children to develop their fine-motor skills. For example, children giggle excitedly as they paint the childminder's window using a range of different-sized brushes and water.
- Children are encouraged to do as much as they can by themselves. They cut

their own fruit and prepare the table for snack. Children also help themselves to water from a cup of their choice. The childminder supports the children to learn how to take care of themselves, which helps them to be ready for the next steps of their education.

- Parents are happy with the care their children receive. They report that children are taught well and that they could not now think of anyone better to care for their children. The childminder effectively shares what the children are learning with their parents and works successfully with external agencies to support children with special educational needs and/or disabilities.
- The childminder supports the children to learn about cultures other than their own. She plans activities that give children opportunities to learn about a range of communities. For example, the childminder encourages children to eat foods from a range of countries and understand differences between themselves and others.
- The childminder plans activities for children to extend their time outdoors through visits to the local park. She is planning to further develop opportunities for children to partake in a wider range of experiences, including visiting a local toddler group and the library.
- The childminder is reflective of her practice and regularly plans training to further develop her skills and knowledge. She seeks feedback from parents to help her to improve.
- Children learn how to use equipment and tools safely. For example, children learn to use scissors and small knives to cut fruit and vegetables. The childminder frequently praises the children when they have a go and try something new. As a result, children are resilient and self-confident.
- The childminder supports children to develop mathematical skills well. However, occasionally, not all children are exposed to the most challenging mathematical language to enhance this aspect of learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has high levels of knowledge about the possible indicators that a child may be at risk of harm or neglect. She fully understands the importance of taking swift action to report any concerns to other professionals to protect children's welfare. She has a strong understanding of wider safeguarding issues, such as 'Prevent' duty. She attends regular training to update her knowledge in order to keep the children safe. The childminder carries out regular risk assessments of her environment to review safety measures.

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 all children to learn a broader range of mathematical language.

Setting details

Unique reference number	EY556221
Local authority	Hertfordshire
Inspection number	10190718
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Waltham Cross in Hertfordshire. She operates from 7am until 6pm, Monday to Friday, all year round.

Information about this inspection

Inspector

Kate Daurge

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 childminder.
- The childminder and the inspector held a learning discussion together to understand how the curriculum is organised.
- The inspector observed the childminder's interaction with children during adult-led activities and reviewed this with the childminder.
- The inspector observed interactions between the provider and children throughout the inspection.
- The inspector saw written feedback from parents during the inspection and took account of their views and feedback.
- The inspector reviewed a sample of the childminder's documents, including Disclosure and Barring Service checks and first-aid certificates.

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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