

# Childminder report

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Inspection date: 18 October 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 demonstrate they feel happy in the care of the childminder. They have familiar routines, for sleeping, for example. Babies settle themselves to sleep and wake up ready to play and explore. Both children and babies enjoy exploring treasure baskets. Babies explore what sounds they can make. For example, they shake chains and bang wooden objects together. Children use resources imaginatively, pretending to drink from a wooden egg cup. Babies enjoy feeling the bristles on brushes, while children use them to pretend to paint or wash up.

Children immerse themselves in activities and concentrate for prolonged periods of time. They skilfully use tools as they play with dough. Children cut strips of dough with scissors and persevere with complex tasks, such as pressing dough through shaped holes. Children's speech and language skills are developing well. They enjoy chatting to the childminder as they play. Children readily talk about their experiences at home. The childminder listens intently and asks questions. This results in children using more descriptive language as they talk about their experiences. Children's behaviour is good. They consistently use good manners in their interactions with the childminder.

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

- Children are making good progress. The childminder is aware of where children are in their development. She observes them closely and uses her observations and assessments to identify what children need to learn next.
- The childminder is passionate about using the outdoors with children. She makes good use of her garden to provide a wide range of opportunities for active play. The childminder uses facilities in the local community to widen children's experiences. They attend toddler groups and experience the changing seasons on woodland walks.
- Parents speak positively about the childminder. They say their children are very happy to attend her setting and are making good progress. Parents value the regular information they receive. The childminder helps them to support children's learning at home.
- Children's mathematical understanding is developing well. They spontaneously sort threading beads into coloured groups. Children are keen to count how many beads they have. They are able to count beyond 10, and even higher with support from the childminder.
- The childminder gains important information from parents to help her to meet each child's needs. She researches any medical conditions children have. This helps her to have the best possible understanding of how to care for them. The childminder makes sure children have the correct diets. She is in constant communication with parents to share information and implements any new

measures into her practice.

- The childminder encourages children to move around her home by themselves. Babies crawl up and down the hallway, and find places they can pull themselves up to standing. Children are content to spend time on their own and actively engage in self-chosen play.
- Children are gaining vital skills that prepare them for future learning. They enjoy sharing books with the childminder. She asks questions and children use the pictures well to help them respond.
- The childminder works in close partnership with other childminders and settings children attend. She consistently shares information on children's learning and development with them. This promotes further continuity in children's learning.
- The childminder identifies and uses professional development opportunities to further extend her knowledge, teaching and skills. She reviews her practice and looks at what she can develop and improve. The childminder seeks the views of parents. However, she does not always gain the best possible information to enable her to strengthen her evaluations of practice even more.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to recognise signs that children may be at risk of harm or extremist behaviour. She holds the contact details of relevant agencies on her phone. This helps the childminder to swiftly seek advice or to make referrals, should she have concerns. The childminder has a clear safeguarding policy in place, which she shares with parents and uses to underpin her good practice. The childminder undertakes regular safeguarding training to keep her knowledge relevant and up to date, and regularly risk assesses her home to make sure all areas are safe for children.

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

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

- consider alternative ways to gain feedback from parents and use their ideas to enhance practice even more.

## Setting details

<b>Unique reference number</b>	EY433721
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10235589
<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>	0 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	10 November 2016

## Information about this early years setting

The childminder registered in 2011, and lives in St. Albans, Hertfordshire. She holds an appropriate early years qualification at level 3. She operates all year round, from 8am to 6pm, Tuesday to Thursday, except for bank and family holidays.

## Information about this inspection

### Inspector

Jill Hardaker

### 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 her and has taken that into account in her evaluation of the childminder.
- The inspector and the childminder looked at the areas of her home that she uses with children, and discussed how she plans her curriculum and operates her practice.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her.
- A sample of policies and procedures was looked at by the inspector. These included documents relating to the suitability of household members, safeguarding and complaints.
- The inspector took into account the views of parents and discussed the childminder's reflections of her practice with her.

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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