

Childminder report

Inspection date: 3 November 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	Good
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What is it like to attend this early years setting?

The provision is good

Children develop secure attachments with this caring childminder. They snuggle on her lap to listen to stories and are keen to share their learning with her. The childminder's interactions with them are friendly, fun and supportive, and this helps children to feel safe in her care. Children learn independence skills very well. The childminder consistently encourages children to do tasks by themselves, such as putting on their own coats and wellington boots. She is patient and kind during her interactions, and she gives clear instructions, enabling children to be successful in managing these tasks. Children respond well and develop self-esteem and confidence as they build their self-care skills.

Children learn about sharing toys and how to play cooperatively. Any small points of conflict are used as a learning opportunity. The childminder calmly responds to their needs and models how to resolve any difficulties. Children are polite and use their manners when they talk to the childminder and to one another.

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

- Children benefit from learning outdoors. The childminder makes full use of the immediate woodland environment. She gives children plenty of opportunities to visit places in their local community and parks. For example, children visit the zoo and talk about their favourite animals. The childminder considers what children need to learn and plans opportunities for them to develop these skills. For instance, she takes children to a toddler group to give them opportunities to socialise in a larger group.
- The childminder supports children's physical development well. She plans opportunities for children to develop their gross motor skills. For example, children jump, hop and balance on one leg. They also learn to climb up and down steps and kick footballs. Additionally, the childminder gives careful consideration to how to support children in strengthening the muscles in their hands. For instance, children concentrate as they thread shapes onto laces and place cereal rings onto spaghetti. This ensures children develop key skills and make good progress in their physical development.
- The childminder engages children in meaningful conversations that encourage younger children to build on their language. The childminder uses new words such as 'harvest' as the children play imaginatively with a train track. She also signposts parents to the local children's centre for support with speech and language concerns.
- The childminder builds strong partnerships with parents. Parents comment on the wide range of regular outings and the breadth of activities she provides. They are grateful for her expertise in supporting children with their speech. Since her previous inspection, the childminder has built relationships with school

staff, to ensure children have a smooth transition as they move onto their next stage of learning.

- The childminder interweaves mathematical language into children's everyday play experiences. For example, she discusses the length of the train track as they build, modelling the vocabulary of 'long' and 'short'. Children count throughout the day and sing a number rhyme, exploring basic subtraction. This helps children to develop a strong understanding of the order of numbers and gives them a secure foundation to build on.
- Children are developing a love of reading as the childminder reads stories to them enthusiastically. Children listen attentively to high-quality texts and join in with key words. The childminder skilfully introduces new vocabulary and questions the children to develop their understanding of the plot.
- Children are encouraged to lead a healthy lifestyle. They have daily exercise sessions in the fresh air. The childminder talks about foods that are healthy for them and encourages children to drink water. The children also learn about the importance of taking care of their teeth.
- The childminder shows great passion for doing the best for the children in her care. She is committed to continuous professional development and has recently completed training to develop her understanding of physical development. She has implemented strategies to strengthen her provision. The childminder knows her children very well and can talk about their next steps for learning, ensuring all children continue to make progress. She is self-reflective and has talked about plans to further develop her curriculum, to improve the provision for imaginative and more open-ended play.
- The childminder discusses the importance of British values and how she teaches the children to be kind and listen to one another's views. However, she does not always ensure that children develop a good understanding of diversity, equality and differences in people.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of her role in safeguarding children. She knows how to identify any possible risks to children and where to report concerns. The childminder undertakes regular safeguarding training to ensure her knowledge is up to date. She carries out effective risk assessments of the indoor and outdoor environments to ensure risks to children are minimised.

What does the setting need to do to improve?

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

- increase opportunities to enhance children's learning and understanding of equality and diversity.

Setting details

Unique reference number	EY403437
Local authority	Hertfordshire
Inspection number	10235368
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	17 January 2017

Information about this early years setting

The childminder registered in 2009 and lives in Berkhamsted. She operates her provision all year round, from 7.30am to 6.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Emma Barton

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 her provision.
- The inspector read and considered written comments from parents during the inspection.
- The inspector observed an activity and evaluated this with the childminder.
- The inspector observed the quality of interactions between the childminder and children, and assessed the impact of these on children's learning.
- 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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