

# Childminder report

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Inspection date: 21 December 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

The childminder has created a welcoming environment for the children to enjoy and explore. Children are happy in her care. They have lots of toys to play with and activities to engage in that are easily accessible. For example, children enjoy playing in a toy shop, pretending to be shopkeepers and customers.

Children have lots of opportunities to explore making marks, such as using chalk on a blackboard and crayons on paper. Children enjoy playing and exploring outdoors. They visit the garden daily and have suitable clothes so they can play outdoors, whatever the weather. There are lots of interesting activities for children to explore. They go on visits to a local park, where they develop their physical skills as they climb, balance and slide. Indoors, children play creatively and socially, using old telephones in role-play scenarios.

Children develop good friendships with each other. Their behaviour is positive and they are kind and helpful to each other. Older children know how to share, and understand the impact that their behaviour has on others. Children feel secure in the childminder's care. They learn how to process, manage and express their feelings and emotions with support from the childminder.

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

- The childminder knows what she wants children to learn. She has devised an interesting and challenging curriculum that covers all seven areas of learning. For example, the childminder uses the seasons to spark new curiosity and interest. She plans activities around children's current interests and their next stages of learning. The childminder interacts with the children during their play, extending their knowledge of what they already know. This enables children to make good progress.
- Children behave well and have a positive attitude toward learning. The childminder provides a mixture of adult-led and child-initiated learning activities that children are able to choose from freely. She uses a local woodland area to support children's understanding of the world around them. For example, they frequently go on nature walks. Children grow and harvest crops from a vegetable patch in the childminder's allotment.
- The childminder knows the children well. She responds to the children's needs. For example, she notices straight away when children get tired, need the toilet or need support to find something. This helps the children to feel safe and confident in the childminder's care.
- Children eat a range of healthy, home-cooked meals and snacks. The childminder supports children with cutting up and sharing their fruit with each other, and they have access to water regularly throughout the day. Children

benefit from the childminder's large outside area as they run and explore. The childminder supervises children closely when they are petting guinea pigs.

- The childminder knows how to recognise when children may need additional support. She identifies key targets to help children catch up in their learning. The childminder works with parents to establish ways to help the children. Although the childminder interacts with the children during their play, she does not consistently support younger children to speak clearly, so that their language and communication skills are fully enhanced throughout the day.
- Parents speak highly of the childminder. They are happy with the regular communication they receive about their child's learning, and how they can support their learning at home. Parents say their children are happy to attend and have close relationships with the childminder.
- The childminder is proactive and seeks relevant training to keep her knowledge and skills up to date. For example, she has future training arranged that relates to her arrangements for children's learning, as well as regular webinars and reading to increase her knowledge of child protection matters.
- The childminder gains information from parents, and observes and assesses children to establish what they know and can do. For example, she completes the progress check for children at age two. She records children's starting points and tracks their progress to help inform her curriculum, to further children's learning. As a result, all children make good progress.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the signs and symptoms that indicate a child may be at risk of harm. She knows the local safeguarding procedures to follow in the event of concerns about a child's welfare. The childminder also understands the procedures she must follow should an allegation be made against her. She keeps her knowledge of child protection matters up to date by attending regular training. The childminder makes routine checks in her home to ensure that it is safe for children to attend.

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

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

- implement more ways for young children to develop their speech, to enable them to make more progress and increase their vocabulary.

## Setting details

<b>Unique reference number</b>	EY384588
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10263493
<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>	1 to 9
<b>Total number of places</b>	3
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	3 May 2017

## Information about this early years setting

The childminder registered in 2008. She operates all year round, from 7.30am until 6pm, Monday to Friday, during school term times. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Julia Maynard

### 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 her evaluation of the setting.
- The inspector and the childminder completed a learning walk. They discussed how the provision is organised and how the curriculum is planned to support children's learning.
- The childminder and the inspector evaluated children's learning during planned activities and when they played.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to the childminder and looked at a sample of the childminder's documentation, including training records and evidence of the suitability of those living on the premises.

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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