

# Childminder report

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Inspection date: 9 January 2023

<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 are very happy and settled at this warm and welcoming setting. They form strong relationships with the childminder, her co-childminders and members of her family. Children benefit from a clean and well-organised learning environment. They are eager to play and motivated to learn. Children enthusiastically explore the wide range of play resources on offer. They display a strong sense of belonging. Children behave very well. They know what is expected from them and demonstrate they feel safe and secure. Children use good manners and say 'please' and 'thank you' throughout the day. For example, they thank their friend for passing them the dough. Children are kind and play cooperatively together.

The childminder skilfully supports children in learning to share and take turns. As she reads a story to them, she reminds children to wait patiently for their turn. Children take turns to lift the flaps within a book. They count how many animals are beneath the flap. Children develop strength in their hands in readiness for early writing. They enthusiastically squeeze and roll coloured dough. Children learn about size and shape. They competently use a selection of tools to cut shapes in the dough. Children are quick to make links to past learning experiences. They remember characters from familiar stories, such as the gingerbread man. Children recall key phrases and confidently sing 'run, run fast as you can'.

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

- The childminder displays a caring and kind persona. She works very well with her co-childminders, who are also her daughters. They are a good team. Together they strive to deliver high-quality care and education to all. The childminder is reflective. She regularly evaluates her provision with her co-childminders. The childminder knows what they do well collectively and identifies areas for further development. For example, the childminder would like to make changes to her garden to enable children to play outside in all weather.
- The experienced childminder has a good understanding of child development. She regularly completes online training to enhance her skills and knowledge. The childminder provides children with a wide range of interesting play activities to support their learning. She knows what it is she wants children to learn, for example to be confident and independent.
- The childminder encourages children to take responsibility for small tasks. Children help to stack their chairs and tidy the toys away when they have finished playing. However, at times the childminder does not always provide children with enough time to have a go at completing tasks for themselves, as she steps in too soon to complete the tasks for them.
- Children enjoy singing rhymes and songs with the childminder. She helps them to develop a love of books. Children listen attentively, as the childminder

enthusiastically reads stories to them. They often choose to sit quietly on their own to look at their favourite book.

- The childminder effectively supports children's communication and language skills. She engages them in thoughtful conversations as she plays alongside them. The childminder introduces positional language, such as 'forward' and 'back', as children enthusiastically roll dough. Children are eager to talk to her and their friends about their experiences at home. They confidently discuss their favourite football teams.
- The childminder forms strong relationships with parents from the start. Good settling-in procedures ensure she gets to know all about children and their families. This helps her to plan for their learning from the very beginning. The childminder effectively shares information with parents about children's time at the setting. She talks to them at the start and end of the day, as well as via digital messages to share details about children's care needs and achievements.
- Parents are very happy with the service the childminder and her co-childminders provide. They are highly complimentary, comment on the 'brilliant communication' and state how happy their children are to attend.
- Care and hygiene practice is good. The childminder reminds children to regularly wash their hands throughout the day. A healthy eating policy is shared with parents on induction, and the childminder reminds children to eat the savoury items in their lunch box before any sweeter foods. However, the childminder is yet to use these everyday routines to fully support children's understanding of the importance of healthy eating and good hygiene.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding training to keep her knowledge and skills up to date. She has a secure understanding of how to protect children from harm. The childminder has a good understanding of the signs and symptoms that may indicate a child is at risk of abuse, including those a child may present when subject to extreme or radical views. The childminder knows the procedures to follow should she need to report a concern about a child's welfare. She understands the procedures for handling and reporting any allegations against adults working with children.

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

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

- provide children with even more time to have a go at completing tasks for themselves to fully support their growing independence
- strengthen opportunities to further support children's understanding of healthy lifestyles.

## Setting details

<b>Unique reference number</b>	EY229800
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	10265035
<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>	2 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	23 May 2017

## Information about this early years setting

The childminder registered in 2002 and lives in Hereford. She works with her two daughters, who are also registered childminders, at her home. The childminder holds a relevant childcare qualification at level 3. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for family holidays. The childminder offers funded early education places for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Tina Smith

### 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 setting.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector took account of the views of parents through written documentation.
- The inspector looked at required documentation, including evidence of the suitability of those living in the household.

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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