

# Childminder report

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Inspection date: 30 January 2023

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<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 happy and relaxed in the care of the kind and caring childminder. They spend their time laughing and playing games together. This contributes to the strong bonds they form with each other. Children enjoy dancing as the childminder sings familiar songs. They listen as she reads their favourite stories. Children feel secure in this welcoming setting.

Children take the lead in their play as they choose activities that interest them. They explore different areas, such as role play and reading. The childminder guides children to take part in adult-led activities. Children enjoy the mix of child-led and adult-led experiences. The childminder uses children's interests to plan activities to engage them and support their learning. For example, children enjoy drawing, so the childminder uses this to teach children different shapes.

Children have regular opportunities to explore their local community. They enjoy visits to museums, libraries and local toddler groups. This helps children learn about the world around them as they meet people and explore nature. Children spend time at the park to develop their physical skills. The childminder spends time with other childminders and their minded children, which supports children's social development. Children benefit from these outings as it enhances their experiences in the setting.

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

- The childminder plans a broad learning experience. She focuses on what children enjoy and incorporates what she wants them to learn next. She knows the children well and uses this knowledge to build on what children can already do. Regularly assessing children allows the childminder to seek further support for children if needed and do so promptly.
- Children explore how to be healthy. They take part in games that teach them about oral health. They learn how to brush their teeth and the importance of looking after their teeth. Listening to stories about going to the dentist further supports children's understanding. Children learn about healthy eating. During snack times, the childminder explains the benefits of the fruit. Consequently, children are learning how to be healthy.
- The childminder helps children to be independent. She encourages them to try to do things for themselves. She uses modelling to show them how and gives reminders when they need more support. Children try to put on their shoes and coats. They wash their own hands and help to tidy up.
- Mathematical development is well supported. The childminder skilfully uses play to teach mathematics. They count objects, explore shapes, and talk about more or less. For example, during a threading activity, the childminder counts the

beads, and children attempt to copy. This helps children to learn simple mathematical concepts in fun and engaging ways.

- The childminder supports children's language development. She describes what the children are doing by narrating play. This helps the children to hear lots of vocabulary. The childminder introduces positional words such as 'inside' and 'behind'. She uses modelling so children can listen to how sentences should be structured. She repeats words back to children to help them practise the correct sounds. As a result, children make progress with their language skills.
- Parents praise the childminder for the wide range of experiences she provides. They speak highly of the care and education that children receive. The childminder works well with parents and has built good relationships. She shares information about children's learning and the progress they have made. Information provided by parents influences the learning experiences the childminder offers. For example, when children do not want to brush their teeth at home, the childminder teaches children about oral health.
- Children behave well as they have a good understanding of the boundaries. The childminder gives gentle reminders about what they can and cannot do, for example, by saying, 'You can't go in the kitchen'. Children receive lots of praise, helping them to understand what they are doing well. However, children do not receive explanations to support their understanding about how to keep themselves safe.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She is confident in her ability to spot the signs and symptoms of abuse. The childminder can explain the process she would follow if she had any concerns about a child's welfare. She knows where she can access further support and advice when needed. This ensures the childminder has support in place to help her. The childminder regularly completes training. She has completed training in safeguarding issues such as the 'Prevent' duty and breast ironing. The childminder conducts risk assessments when going on outings. This ensures that risks are minimised when out of the setting.

## **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 clear explanations that will help them improve their learning and make even more progress, with regards to understanding how to keep themselves safe.

## Setting details

<b>Unique reference number</b>	EY427830
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10263993
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	18 May 2017

## Information about this early years setting

The childminder registered in 2011 and lives in Cheshunt. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Jody Taylor

### 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 provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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