

Childminder report

Inspection date: 6 March 2023

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 show that they feel safe, happy and settled in the childminder's home. They are confident to freely explore the wide range of toys and resources available, both inside and outside. Children form close relationships with the childminder and show their affection for her. They are familiar with the daily routines and respond well to the childminder's requests. For example, they eagerly help her to tidy away the toys at lunchtime. Children are encouraged to use good manners and to be respectful to each other. Their behaviour is good. They are polite and friendly and confidently welcome visitors. The childminder uses books to help children understand and express their feelings and emotions.

Children are confident and eager to learn. They persevere at new skills. For example, the childminder supports children to use scissors effectively and safely. Children concentrate very well as they persevere to colour and cut out their 'gingerbread man'. They are very proud of themselves when they succeed. Children are becoming increasingly independent in preparation for starting school. They chose the resources they want to play with and wash their hands before meals. Children develop a can-do attitude. They persevere to put on their boots and pull up the zips on their coats as they get ready to go outside.

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

- The childminder spends time settling new children into her setting. She gathers useful information from parents to enable her to provide toys that are linked to children's interests. The childminder's home is very welcoming and well organised. This helps to support children to become confident, independent learners.
- Children take part in many activities that support their early literacy skills. The childminder continually talks to them and introduces new words. She reads to children and uses songs and rhymes to build on their vocabulary. Children eagerly join in with familiar phrases when they listen to their favourite stories. They enjoy making marks using paint, chalk and pens. Children are beginning to identify letters and sounds and learn to recognise and write their names.
- The childminder regularly reviews children's progress. She makes good use of the progress check for children aged between two and three years. The childminder demonstrates a good understanding of how children learn. Her curriculum is carefully planned to meet the needs of all the children attending. Consequently, all children make very good progress.
- Children love being outdoors. The childminder regularly takes children out to help them to appreciate the world in which they live. Children enjoy exploring the fairy woods and they excitedly hunt for insects. They go on trips to the farm, where they watch cows being milked, enjoy tractor rides and help to brush the

ponies.

- The childminder teaches the children about oral hygiene and self-care. She talks to them about being healthy and about healthy foods. Young children understand the importance of washing their hands before meals. The childminder has been vigilant in providing a safe environment for the children and their families during the COVID-19 pandemic.
- Parents have developed friendly relationships with the childminder and are very happy with the care and education she provides. They appreciate the support and advice she gives to them and the way she keeps them informed of their children's progress. The childminder offers guidance on how to support children's learning at home.
- Younger children regularly attend the local toddler group, where they try out different activities and make new friends. They thoroughly enjoy their trips to the library, where they sit together with other children and listen to stories. These outings help to develop children's confidence and social skills.
- Children's physical development is well supported. They have many opportunities to develop their small and large muscles. For example, children strengthen their fingers by completing puzzles and using resources, such as scissors. Children look forward to their swimming sessions and regularly visit the local park, where they enjoy climbing and balancing on the equipment.
- The childminder has high expectations of what children can achieve. She knows children well and has a good understanding about what children know and can do. The childminder plans a wide range of activities to engage children in play and learning. However, at times, the childminder does not focus precisely enough on what it is she wants individual children to learn from the activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her responsibility to protect children from harm. She has a detailed safeguarding policy with relevant contact numbers that she can access if needed. The childminder knows the procedures to follow if she has concerns about the children in her care. She ensures that her knowledge is kept up to date by attending regular safeguarding training. The childminder's home is safe and secure, and appropriate steps are taken to keep children safe when on outings. For example, they know to keep a safe distance from the water when visiting the lake.

What does the setting need to do to improve?

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

- focus more precisely on the aims and intentions for children's learning to ensure they all make maximum progress in their learning.

Setting details

Unique reference number	158970
Local authority	Hertfordshire
Inspection number	10279890
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	3 to 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	3 August 2017

Information about this early years setting

The childminder registered in 2001 and lives in Stevenage. She operates Monday to Friday, from 7am until 6pm, all year round, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jacqui Oliver

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 areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The childminder shared a sample of documents with the inspector. This included evidence about training and the suitability of those living on the premises.
- The inspector observed children and the childminder taking part in activities and assessed the impact this has on children's learning. The inspector and the childminder reflected on a learning experience for children.
- Children spoke to the inspector about what they enjoy doing at the childminder's house.
- The inspector took account of the views of parents from written feedback provided.

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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