

Childminder report

Inspection date: 28 April 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 are safe and secure in the childminder's home. They have warm and happy relationships with the childminder and enjoy interactions with her. Children are confident learners. They enjoy exploring a range of climbing equipment to build on their core strength. For example, younger children use adjusted straps to pull themselves up, sustaining balance for a short period of time. The childminder knows the children well and incorporates their interests into the broad curriculum. She supports children to learn about their independence and understand their differences. This helps children to make choices in their play and establish positive boundaries.

Children love to explore the outdoors and the childminder provides plenty of opportunities for children to practise their physical skills. Children like to play games with one another and talk about rules, displaying high levels of energy and enthusiasm. The childminder provides group activities that involve sharing and taking turns. She has high expectations of children. Children display good behaviour and use manners by saying 'please' and 'thank you' at suitable times.

Children have a good understanding of hygiene practices and their own personal care. They know when to wash their hands and can discuss the effects of choosing healthy options. They have insightful conversations about the range of fruit they are provided and how this can make them feel when eating it. The childminder further supports children with understanding the importance of balanced choices around exercise and screen time. Children actively play both indoors and outdoors to promote their overall well-being.

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

- The childminder knows the children well and has a good awareness of child development. She is able to talk about what she wants children to learn and why. Children have choices when choosing toys and resources and the childminder has a focus on their interests. This supports children to develop their communication and language and have deep conversations about what they enjoy doing.
- Generally, children are enthusiastic to learn and show levels of engagement in activities. The development of children's independence is a priority for the childminder. However, she does not always have a clear focus for activities and what skills she wants children to learn, to individually support their next steps of learning.
- The childminder actively supports transitions between one setting and another. She builds effective partnerships to support children to make transitions, engaging in professional conversations about the children who attend her

setting. This reinforces effective two-way communication and the sharing of information to enhance children's development and care.

- Children explore activities to build their confidence and self-esteem as they take turns and share. They have opportunities to select different ingredients to decorate cookies and gingerbread figures. However, the childminder does not always make adaptations to activities to extend children's learning and move them on in their development.
- Children show a love for outdoors and the childminder discusses the importance of this in her curriculum. Children are active and enjoy various ways to explore physical activity. For example, children like to create games using a bat and ball, and practise throwing skills to develop their arm movements. Children set rules for games and follow the boundaries they have created.
- The childminder supports children's communication and language well. She is responsive to children's ideas and supports them with how they can apply these in their play. For example, children discuss how they make adjustments to games they are playing, experimenting with different ways to bat a ball. The childminder uses phrases, such as 'underneath' and 'up in the air' to describe actions.
- Parents speak highly of the childminder. They comment on the nurturing level of care that the childminder gives to children. Parents are happy with the regular communication they receive about their children and their progress. They describe that the childminder supports children to become independent and kind human beings.
- The childminder is committed to reflecting and evaluating her own practice. She places importance on her professional development and undertakes a range of regular training to support this. The childminder makes use of networking with other childminders in her community. For example, she attends playgroups and visits local parks with children. This supports children to develop their social skills and understanding of the wider world beyond the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to protect children from harm and keep them safe. She has secure knowledge of signs and symptoms of abuse and neglect, and concerns such as radicalisation. The childminder undertakes regular training to support her knowledge of safeguarding and procedures. She regularly reviews her safeguarding policies to ensure that the children's welfare is paramount in her care and shares this with parents. She is confident about procedures to follow if she has a concern about a child. The childminder provides a clean and well organised provision for children.

What does the setting need to do to improve?

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

- ensure activities are precisely planned for children's learning to support their individual next steps
- make the most of opportunities to adapt activities for children further, to move them on and extend their learning.

Setting details

Unique reference number	123742
Local authority	Hertfordshire
Inspection number	10279878
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	4 to 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	15 September 2017

Information about this early years setting

The childminder registered in 1992 and lives in Bishops Stortford. She operates all year round, from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector

Courtney McAllister

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 took the inspector on a learning walk and explained what she wants the children to learn.
- The inspector observed activities and assessed the impact these had on children's learning. The childminder and the inspector discussed the childminder's intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The childminder provided the inspector with key documentation, such as her paediatric first-aid certificate and the safeguarding procedures, on request.
- The inspector viewed written feedback from parents and took account of their views.

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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