

Childminder report

Inspection date: 4 May 2023

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| 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

The childminder offers children a secure, nurturing and safe learning environment. They enter happily and are excited to play. Children explore the various areas, which the childminder has planned to enable them to choose their favourite activities. She also plans for their interests, such as role play. For example, children pretend to make food in the home corner and offer this to visitors.

Children enjoy the large garden designed by the childminder to ignite their curiosity and support their learning. Children investigate and explore the bamboo tunnel, and they excitedly run through it. Children demonstrate their growing physical skills on the climbing frame and competently negotiate space as they ride the toy cars. Additionally, children enjoy hunting toy bugs buried in soil and bamboo. The childminder encourages them to name the bugs and count the number of legs. Children confidently count to eight and recognise the colours of the bugs.

Children build strong attachments with the childminder and have respectful relationships with each other. They share activities and games, and older toddlers encourage babies to join in their games. The childminder plans new experiences for children. They enjoy trips to the garden centre and farm. Children buy plants to grow in the garden and learn about the different animals on the farm.

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

- The childminder considers children's interests and stage of development when planning what she wants them to learn. Children are active physical learners who enjoy digging in compost as they learn about nature. On occasion, the childminder does not recognise when there are opportunities in the daily routine to extend children's learning.
- The childminder encourages children to express themselves and values what children have to say. Children learn to say and practise new words through stories, rhymes and songs. They explore textures, talking about what mud feels like and say, 'It is sticky.' Children are making good progress in their communication and language development.
- Children's behaviour is good. They learn how to take turns and share during group activities. Children build with stacking cups, taking turns to roll them to each other, squealing with excitement and joy. The childminder encourages them to make individual choices, such as which book to read or game to play. Children learn about different cultures by celebrating family festivals with their friends.
- The childminder reinforces daily routines that support children to understand and expect what may happen next. Children run to get their coats and shoes when anticipating outdoor play. They talk about what they would like in their

sandwich when they know it is lunchtime. Children wash their hands before meals and feed themselves at mealtimes. The childminder cooks homemade meals with fresh fruit and vegetables to teach children about healthy food choices.

- Settling-in sessions are flexible to support the individual needs of each child and their family. As a result, children and parents have a positive experience. Children build strong, secure and trusting attachments with the childminder.
- The childminder carries out progress checks for children aged between two and three to check the children's development. She discusses any concerns about a child's development with parents and guides them in accessing support. However, she does not share enough information with all other settings that some children attend to complement children's care and learning experiences.
- Partnerships with parents are good. Parents talk positively about the support they receive when their child first starts. They feel reassured that their children are happy and that the childminder meets their children's individual needs. Additionally, parents know about their children's experiences, achievements and the next steps in their learning.
- The childminder networks with local childminding groups, where ideas and new initiatives are learned. She attends training to improve her teaching skills, such as supporting children's language and communication. The impact of this training is clearly seen as children are making good progress in this area.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust knowledge of how to keep children safe. She knows how to identify the signs and symptoms of abuse that may indicate a child is at risk of harm. She understands the steps to take to report concerns about a child's welfare to local authorities. The childminder attends training to extend her knowledge on issues such as the 'Prevent' duty and female genital mutilation. She takes steps to help ensure her home and garden are safe. She carries out regular risk assessments, and this helps to assure children's safety and welfare.

What does the setting need to do to improve?

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

- consider daily routines and the opportunities for learning that they can provide
- enhance communication with other settings to enable a shared approach to children's learning.

Setting details

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| Unique reference number | EY419319 |
| Local authority | Hertfordshire |
| Inspection number | 10280204 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Childminder |
| Age range of children at time of inspection | 1 to 9 |
| Total number of places | 6 |
| Number of children on roll | 13 |
| Date of previous inspection | 28 September 2017 |

Information about this early years setting

The childminder registered in 2011. She lives in Welwyn Garden City, Hertfordshire. The childminder offers care from Monday to Thursday, all year round, except for bank holidays and family holidays. Sessions are from 7.15am to 6pm. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Linda Cranny

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 childminder and the inspector completed a learning discussion together to understand how the early years provision is organised. The inspector carried out a joint observation of an activity with the childminder.
- The inspector spent time observing the quality of education and teaching.
- The inspector talked to parents and took account of their views.
- The childminder shared documentation, including evidence of suitability and training certificates, with the inspector.

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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