

# Childminder report

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Inspection date: 22 May 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 enjoy their time with the childminder. They relish her company, snuggling up with her to read books and frequently sharing jokes with her. For instance, children giggle as they purposely put puzzle pieces in the wrong place. The childminder obtains detailed information from parents when children first start. She uses this to plan activities that children enjoy and to maintain their usual routines, adding to their comfort and enjoyment. Children are determined and persevere at tasks, for example working together to complete puzzles. They are gaining an early awareness of differences as they explore their local community.

With the childminder's support, children are learning to share and manage their behaviour. For example, when there is a dispute about a doll, the childminder helps children to consider the possible solutions. Young children are becoming increasingly independent. For instance, they fetch their shoes and coats ready to go outside. Children gain an affective knowledge of how to keep themselves healthy. They wash their hands before eating, and the childminder helps them understand why this is important. The childminder is sensitive to potential effects of the COVID-19 lockdowns. She is aware that some children may not have had opportunities to socialise, and offers more support to help them develop these skills.

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

- The childminder remains conscientious and committed to reviewing and developing her practice. She exchanges information with other childminders and carries out her own reading to help inform her work and keep up to date with any changes.
- Children make good progress and are well prepared for moving on to school. The childminder is clear about the intention of activities and what children need to learn next. She assesses activities well and makes sure that she offers further opportunities for children to build on what they have been learning. The childminder carefully monitors children's progress, ensuring that she supports children so that they do not fall behind in their learning.
- The childminder appreciates the importance of helping children to develop their language and communication skills. She talks with them as they play, introducing new words and making sure children understand these. For example, children find a wooden figure and the childminder explains that this is a 'scarecrow', and tells children what this is used for. Children later find the figure again and delight in repeating the new word they have learnt.
- Children have opportunities to practise what they have been learning. For instance, they play with toy farm animals, naming these and making the relevant animal sounds. They go on to look at associated books and enjoy comparing the

animals illustrated to those they have been playing with.

- The childminder builds good relationships with parents. She keeps them well informed about what their children have been doing and offers information, so that parents can build on their children's learning at home. Parents speak highly of the childminder. They report that they can see the progress their children are making, particularly in learning to talk and communicate.
- Children have many opportunities to develop their physical skills. For example, they regularly visit a local soft-play centre, where they climb, stretch and balance. They learn to assess risks and recognise their limitations.
- Children have some opportunities to think further and solve problems. For example, they count the sheep illustrated in a book and then count the number out on their fingers. However, the childminder does not always give children sufficient time to think before she answers questions for them, and does not consistently support them to try to find their own solutions to problems.
- The childminder uses some structured activities to offer children the opportunity to develop some early skills in making marks. For instance, they paint their hands and make Mother's Day cards. However, children do not have consistent opportunities or access to resources that support them in learning to make marks.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding. She refreshes her training and puts together her own information to help maintain this knowledge and keep it up to date. The childminder understands how to recognise possible welfare concerns in a child's life and report these to the appropriate agency without delay. She knows the procedure to follow should anyone make an allegation about her or anyone in her home. The childminder is aware of wider safeguarding concerns, such as association with extreme views and practices. Additionally, she appreciates the possible risks associated with use of the internet and takes affective action to protect children.

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

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

- build on the opportunities that support children in solving problems, for example, by allowing them more time to think and answer questions
- extend the opportunities that aid children in developing their mark-making and early writing skills.

## Setting details

<b>Unique reference number</b>	124015
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10286065
<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>	1 to 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	31 October 2017

## Information about this early years setting

The childminder registered in 1993 and lives in Hoddesdon, Hertfordshire. She operates all year round, from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Kelly Eyre

### 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 provision.
- The inspector observed activities indoors and outside and assessed the impact these have on children's learning. She talked with the childminder about how the early years provision is organised.
- The childminder and inspector reviewed an activity together.
- The inspector viewed relevant documentation, including the safeguarding procedures.
- The inspector talked with children at appropriate times throughout the inspection and considered their views. She also reviewed written feedback from parents.

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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