

Childminder report

Inspection date: 3 July 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

The childminder provides a homely environment, where children feel comfortable. She places a high value on children's happiness and well-being. Children are relaxed and content in the childminder's care. They move around her home with confidence and select what they want to play with from a range of toys and resources. Children follow their interests and make choices about what they want to play with next. They delight in rolling cars down ramps and observing crashes at the bottom. Children play on their own, as well as with others. They offer the childminder toy cars to invite her to join in and say 'oh no!' when the cars get stuck. Children sing familiar songs to themselves as they concentrate while playing.

Children develop self-care skills, such as taking themselves to the toilet and regularly drinking from their water bottles. They listen to the childminder and follow instructions. Children also learn safety skills, such as how to cross a road safely. On daily walks, they are keen to press the traffic light button and watch carefully for the 'green man' to appear. They enjoy riding their balance bicycles on the familiar route to the local school and know when they need to dismount and walk across the road. Children learn good manners and are helpful. They play carefully with toys and put them away once they are finished.

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

- The childminder is well organised and ensures she keeps her mandatory training, such as paediatric first aid and safeguarding, regularly updated. However, she does not yet focus professional development precisely enough to enhance the quality of teaching and her intentions for children's learning to the highest levels.
- Parents are happy with the service the childminder provides. They report how happy their children are in the home-from-home environment she creates. Parents appreciate how the childminder supports children to develop confidence, learn new skills and frequently be active in the outdoors.
- Children enjoy using different mark-making tools to make a collage with stickers. They press ink stampers and carefully select different coloured pens to create a busy artwork. Children listen carefully to the childminder as she explains how to use new tools, such as stencils.
- The childminder knows children well and provides activities and experiences that support their learning and well-being. For instance, she takes children on outings to local playgroups to give them opportunities to socialise with children of different ages.
- The childminder models vocabulary in context. For instance, she talks about the different characters and objects depicted in stickers as children make mixed-media collages. This helps children to understand what new words mean.

- The childminder meets children's individual needs sensitively. She recognises when they are hungry or need a rest. The childminder adapts the routine to ensure that they can eat and have quiet times when needed.
- Children experiment with magnetic shapes to create vehicles and imaginative models. The childminder carefully names the different shapes and talks about how they fit together. She models counting and positional language as she commentates on children's actions. This helps children to develop their mathematical thinking skills.
- The childminder encourages children to take care of toys and resources. For instance, she encourages young children to tidy away toys and put lids on pens when they have finished using them. The childminder praises children for their efforts and has lots of warm conversations with them as they play.
- The childminder works closely with parents and keeps them apprised of children's experiences via photographs and messages throughout the day. She regularly seeks informal feedback from parents to help her evaluate her service.
- The childminder ensures children access a range of activities and social opportunities in her local community. She understands the importance of helping children to celebrate their uniqueness. However, she has not yet fully explored how she can enhance her approach to further promote children's awareness of diversity and a greater understanding of the wider world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust understanding of the signs and symptoms that may indicate a child is at risk of harm. She knows how to refer any concerns appropriately, including those regarding the behaviour of an adult who works with children. The childminder regularly refreshes her child protection training and knowledge, including on specific topics, such as female genital mutilation.

What does the setting need to do to improve?

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

- focus professional development more precisely on enhancing the quality of education, particularly around assessment and learning intentions
- enhance the curriculum for developing children's understanding and appreciation of diversity and the wider world.

Setting details

Unique reference number	123331
Local authority	Hertfordshire
Inspection number	10289560
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 10
Total number of places	6
Number of children on roll	3
Date of previous inspection	29 November 2017

Information about this early years setting

The childminder registered in 1995 and lives in St Albans, Hertfordshire. The childminder operates all year round from 7.45am to 6pm, Monday to Wednesday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Kate Oakley

Inspection activities

- This was the first routine inspection the childminder has 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 her evaluation of the setting.
- The childminder took the inspector on a learning walk across all areas of the premises to explain how the early years provision and curriculum are organised.
- The inspector observed the quality of interactions during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and reviewed evidence of the suitability of all persons living at the premises.
- The childminder completed a joint evaluation of an activity with the inspector.
- The inspector took account of the views of parents through 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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