

Childminder report

Inspection date: 6 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

Children are happy at this welcoming childminder's home. Initial settling-in sessions enable children to build close attachments with the childminder. They demonstrate that they feel safe in her care as they snuggle in for reassuring cuddles. The childminder provides an interesting range of resources for children to explore. They show good levels of concentration as they focus on exploring items of interest to them. For example, young children show their fascination as they spin wheels on children's bikes, cars and lawnmowers. This supports young children to explore and learn cause and effect from their actions.

Children behave well with the childminder. She reinforces positive behaviour through praise and reassurance. As a result, children feel proud of themselves when they overcome challenges. For example, they persevere as they attempt to match puzzle shapes into the correct holes. They develop healthy lifestyles with the childminder, during daily routines. For example, they learn to wash their hands before eating and have daily access to outdoor play. Children enjoy regular visits to local parks and farms, where they develop their physical strength and agility. They explore the garden and use ride-along toys confidently. As a result, children develop good physical skills.

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

- The childminder implements a curriculum that spans all areas of learning, taking into account what children already know and what they are learning next. She meets with children and their parents before starting to gather information about their starting points and interests. The childminder uses this information to plan for children's developmental needs from the beginning.
- The childminder continually assesses children's progress. She completes progress checks, which are shared with parents. The childminder understands the importance of identifying any additional needs that children with special educational needs/and or disabilities may have. This enables her to offer them the support they may need to continue their learning and development.
- When children transition to nursery or school, the childminder shares vital information about children's progress. This helps to ease their transition and supports their continuity of care.
- The childminder is quick to recognise and respond to children's emotional needs. She demonstrates a secure knowledge of children's home routines and mirrors them to provide consistency. She works closely with parents to build on children's next steps in the home also. For example, she promotes the importance of supporting children's developing independence, such as young children learning to feed themselves with cutlery.
- Children develop a love for books. Books appropriate for children's age and

interests are readily available, which helps to engage children in story times. As a result, children are exposed to new words, such as 'rhino' and 'butterfly', to increase their vocabulary.

- The childminder supports young children's early speech development. She narrates their play and models language back to them through repetition. For example, as children say 'buba', the childminder repeats 'bye-bye' back to them. This helps children to hear words spoken clearly. However, when asking questions, the childminder does not always give children enough time to think and absorb what is being asked, to then be able to respond.
- The childminder provides resources, such as pens and paper, to enable children to engage in mark making and develop their small hand muscles. This supports children with their pre-literacy skills. However, the childminder does not yet fully support children's early mathematical development. Mathematical language or concepts are not yet consistently woven into children's play and experiences to build on what they already know.
- Parental partnerships are effective. Parents are grateful for the professional advice the childminder provides, which they say positively shapes their parenting journey. Effective communication helps to keep them well informed about their child's day with the childminder. They say, 'The environment is lovely and has a warm, homely feel to it.'
- The childminder is reflective about her knowledge and practice. She seeks parental feedback through questionnaires. She develops positive support groups with local childminders to share good knowledge and practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure knowledge of child protection and knows what to do should she have concerns about a child's welfare. She is aware of the signs and symptoms to consider about safeguarding issues, such as child exploitation. The childminder understands how to report any allegations made about herself or a member of her household. She refreshes her knowledge in paediatric first aid and safeguarding to ensure that her practice is up to date. The childminder ensures that the home and garden environments are safe for children to use through daily checks and risk assessments.

What does the setting need to do to improve?

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

- allow children enough time to think and absorb what is being said to then be able to respond during interactions to promote their language development
- incorporate more mathematical vocabulary and concepts into everyday routines and activities to help widen children's understanding further.

Setting details

Unique reference number	123312
Local authority	Hertfordshire
Inspection number	10288869
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	1 to 10
Total number of places	6
Number of children on roll	4
Date of previous inspection	3 November 2017

Information about this early years setting

The childminder registered in 1997 and lives in St. Albans, Hertfordshire. She operates all year round, from 7.45am until 6pm, Tuesday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Rachael Small

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 have taken that into account in their evaluation of the provision.
- The childminder showed the inspector the areas in which she cares for children in her home. They discussed how the childminder organises her provision and the curriculum intent.
- The inspector observed the interactions between the childminder and children to observe the quality of teaching.
- Parents provided written feedback for the inspector to share their views and opinions about the childminder.
- Relevant documentation was viewed by the inspector to check the ongoing suitability of the childminder and household members.

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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