

Childminder report

Inspection date:

9 November 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

Children show they are relaxed, happy and feel safe in the company of the nurturing childminder. They demonstrate their strong bonds with her as they frequently snuggle up to her as she reads their choice of stories with enthusiasm. This engages children's attention and active participation. The childminder knows children very well and uses every opportunity to develop and practise their language skills through their chosen play. Older children eagerly recall past experiences and knowledge in response to her questions. Younger children make good attempts to copy new words that the childminder introduces, such as 'stethoscope'.

The childminder's ambitious curriculum prioritises children's personal and social development. Children attend regular playgroups to build on their social skills within larger groups. They learn how to share and show respect towards each other. Children use their vivid imagination to dress dolls, place them in a toy buggy and take them on holiday. They help each other to fasten the straps on the buggy. Children show that they understand the childminder's expectations of behaviour well. They learn about using good manners, which the childminder consistently models. Children know to wait at the table until everyone has finished eating. They tidy away what they have finished playing with.

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

- Children are incredibly independent and confidently manage their own self-care from a young age. They put on their own shoes and know to place them in the box when they take them off to keep the environment safe.
- The childminder works with parents to gain clear insight into children's starting points in their learning. She places a strong emphasis on incorporating children's interests into planning. Her regular assessments ensure that most aspects of the curriculum intent are clear and implemented consistently so that children make progress. However, children's next steps are sometimes too challenging. For instance, counting from one to 10 when they have not yet securely mastered counting from one to five. Therefore, the childminder does not consistently focus on the smaller steps that children need to ensure that new knowledge is embedded.
- All children have a real sense of belonging. The childminder displays their artwork for them to see, and they receive lots of praise and encouragement from her. This helps children to feel valued and promotes their self-esteem.
- The childminder places a strong emphasis on broadening children's experiences to enhance their understanding of the wider world. She regularly takes children out in the local community. They enjoy short rides on a bus to the local town and benefit from visits to a fire station where they learn about the role of a

firefighter. Regular outings to a wildlife park enhance children's understanding of animals and their habitats.

- The childminder uses additional funding successfully to meet the needs of individual children. She obtains some information from parents whose children attend other settings. However, the childminder is not yet successful in developing working partnerships with these settings. As a result, the childminder does not have all information to support their continuity of learning effectively.
- Children develop good physical skills and have a clear awareness about the importance of a healthy lifestyle. Daily visits to nearby parks enable them to explore large spaces. Children negotiate apparatus, perfect their ball skills and run after bubbles that blow in the wind. The childminder provides children with healthy foods and talks to them about the positive impact these have on their body.
- The childminder belongs to a network of local childminders. This enables her to share good practice and gain new ideas. She has memberships with childcare organisations and uses their training materials to continue to build on her knowledge. As a result of recent training, she now has an increased awareness about how to promote oral hygiene through children's play.
- The childminder works in partnership with parents to offer a consistent approach. Parents say that they are very happy with the childminder's service and how their children express their love of the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder provides all children with a safe environment where they can play and learn. She has a good knowledge of safeguarding and completes regular training. The childminder knows the procedures to follow if she has concerns about a child or if an allegation is made against herself or any member of the household. She has a wealth of safeguarding guidance to refer to if required. The childminder understands the impact of issues on children, including 'Prevent' duty and county lines. She has robust procedures in place to ensure that children are only collected by individuals who are authorised to do so. The childminder supervises children appropriately and supports them to understand and practise assessing risks in their environment.

What does the setting need to do to improve?

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

- concentrate more sharply on implementing a sequenced approach to children's next steps in learning
- develop partnerships with other settings that children attend to promote continuity in children's learning and development.

Setting details

Unique reference number	160093
Local authority	Hertfordshire
Inspection number	10289474
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 6
Total number of places	6
Number of children on roll	8
Date of previous inspection	27 November 2017

Information about this early years setting

The childminder registered in 2001 and lives in Royston. She operates all year round, from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Lorraine Pike

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 her evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises the early years provision, including the aims and rationale for the curriculum.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The inspector spoke to children during the inspection. She took account of the views of parents through written feedback that was provided and discussed with the childminder how she reflects on the service that she provides.

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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