

# Childminder report

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Inspection date: 12 December 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 are content, confident and well adjusted at this setting. They have close relationships with the childminder, who provides warm and nurturing care to the children. The childminder shows respect to the children when managing their behaviour and acts as a positive role model to the children. She skilfully identifies that some children struggle with sharing, so she ensures that her curriculum provides plenty of opportunities for children to practise this. For example, children take turns to throw bean bags into a target. They ensure their peers have bean bags and cheer when they are successful, shouting out their score. This supports children to regulate their emotions and behave well, helping them to form positive relationships with their peers. These learned abilities provide a good foundation for children as they move on to school.

Children are keen explorers and have positive attitudes to learning. They use their imaginations as they engage in role play in a pretend kitchen. They enjoy 'making meals' for the childminder, who fully immerses herself with the children as they play, helping them to create interesting meals and decide on toppings for crumpets. The childminder uses plenty of praise and encouragement, which helps children to build on their self esteem and confidence.

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

- Children build positive relationships with the childminder. They benefit from robust settling-in sessions when they start to help them adjust to their new environment. The childminder collects detailed information from parents about each child, enabling her to better understand and meet their needs from the outset. This helps her to plan activities that align with children's interests when they first start.
- The childminder provides an ambitious curriculum, with a range of adult- and child-led activities, to support children's learning and development. However, occasionally, during adult-led activities, the childminder does not adapt her teaching to ensure that younger children remain engaged and experience the same learning outcomes as older children.
- Children are confident communicators. They express themselves well and chat happily to the childminder. The childminder incorporates plenty of songs and narrates children's play, which helps them to link words to actions. She introduces new words as she talks to children about, for example, putting the cucumber in their sandwich to make it 'crunchy'. This helps children to learn new words rapidly and make good progress in their communication and language.
- The childminder organises a variety of outside activities, including visits to playgroups, soft-play centres, and visits to the homes of other childminders. This helps to foster children's personal, social, and emotional skills. Children enjoy

trips to the woods for den building, which enhances their outdoor learning and contributes to a deeper understanding of the world around them.

- The childminder has a good focus on promoting children's health and independence in their self-care. Children gain a good understanding of why they need to wash their hands before eating, and they use the toilet independently. The childminder ensures that tissues are available, enabling children to manage wiping their noses independently.
- Children have access to a range of books. However, the childminder does not always make full use of opportunities to read to children, promoting their love for books. For example, some children select books as they play, but the childminder does not take the opportunity to share the book with the children to foster their interest in early literacy.
- The childminder shows a passion for recycling and helps children to learn about how to protect their environment and respect their planet. Children learn about what items can be recycled and understand that they can recycle items, such as plastic yoghurt pots, by putting them in the 'happy bin'.
- The childminder maintains regular communication with parents regarding their children's learning and development through daily handovers. She shares significant milestones achieved by the children and offers suggestions to parents about how they can contribute to their children's learning at home. An example of this includes providing strategies, such as using straws and balloons, to help children develop mouth muscles and support language development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibilities to protect the welfare of children. She keeps her knowledge up to date through regular training. The childminder can identify the potential signs and indicators of when a child may be at risk of harm and has clear reporting procedures in place should she need to report a concern. The childminder is vigilant at ensuring that her setting remains safe, carrying out daily risk assessments to minimise any potential hazards, and she ensures that cleaning materials are securely stored. When taking children out, the childminder completes environmental risk assessments in wooded areas to check they are safe for children to access.

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

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

- differentiate teaching to meet the needs of younger children during adult-led activities to support higher levels of engagement
- develop ways to capture children's interest in books to fully support the development of early literacy skills.

## Setting details

<b>Unique reference number</b>	123909
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10300983
<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>	2 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	8 January 2018

## Information about this early years setting

The childminder registered in 1996 and lives in Ware. She operates Tuesdays and Wednesdays, from 8am to 5.30pm, all year round. The childminder holds an appropriate qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Emily Woodhead

### 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 setting.
- The childminder joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and discussed the children's progress with the childminder.
- The childminder and inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of the childminder's suitability, as well as training records and safeguarding documents.
- The inspector took account of written feedback provided by 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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Piccadilly Gate  
Store Street  
Manchester  
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