

Childminder report

Inspection date: 25 January 2024

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 and demonstrate that they feel safe. The childminder provides a secure and interesting environment that helps children to settle quickly. She is a good role model. Children behave well. They respond appropriately and show a good understanding of the boundaries. Children are very considerate of each other. When disagreements do occur, the childminder is very clear and consistent in her approach. For example, she maintains eye contact and speaks gently to the children.

Children have good opportunities to develop their physical skills. The childminder plans for regular outdoor activities. She takes children to external groups, such as soft play, and they visit places of interest in the local community. This provides children with regular fresh air and exercise and helps them to learn about the wider world. The childminder plans her curriculum according to children's likes, interests and next steps. She identifies where children are in their learning when they first start and she helps them to build on this through the experiences she provides. Consequently, children make good progress.

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

- Children develop good communication and language skills. The childminder provides children with time to talk, and she listens to them carefully. For example, during story time, the childminder gives children opportunities to reflect on the story and join in as they point or repeat what she says. The childminder consistently introduces new words and she helps children to hear

correctly pronounced words, by re-modelling those that may be unclear.

- Children's personal, social and emotional development is promoted well. The childminder supports them to understand the importance of taking turns and sharing. Children demonstrate their understanding of this. For example, during activities, children tell the childminder, 'It's your turn'. The children receive consistent praise for the kindness they show. This promotes their self-esteem and confidence.
- The childminder helps children to understand the importance of oral health. For example, she introduces 'teeth cleaning' activities, helping children to learn how to clean their teeth. However, the childminder does not use opportunities, such as when children cough or sneeze, to enhance their understanding of the importance of good hygiene.
- The childminder knows the children well. She has a good understanding of their individual needs and dietary requirements. The childminder sits with children at mealtimes and together they talk about the food they eat. This promotes children's safety. Children develop their finer physical skills in preparation for writing when they move on to school. The childminder supports children, such as when they are threading or sorting toy dinosaurs, using child-friendly tweezers. She encourages children to try and she praises them effectively. For example, during a game of throwing and catching, the childminder supports the children to persevere. She praises them for doing so well. This raises their self-esteem and confidence.
- The childminder attends a range of online training to ensure that she remains updated. She is also a member of a local childminding group, which supports her in understanding changes and identifying best practice. The childminder reviews her practice, seeks feedback from parents and evaluates the impact she has on children's progress. This demonstrates that the childminder monitors her own continuous professional development.
- Children thrive in the childminder's environment. The childminder ensures that children have good opportunities to explore and have fun. For example, children engage in imaginative role play with the play kitchen and food items. They include the childminder in their play, for example, they pretend to make her tea and cook for her. However, on occasions, the childminder over directs children's play. This means that children are not always able to lead their own play or explore and solve problems for themselves.
- The childminder has a good relationship with parents. She ensures that parents are aware of what children spend their time doing when they are with her. For example, the childminder regularly shares photos and updates with parents. This helps parents to talk with their children about what they have been doing and enables them to extend their learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- help children to develop an understanding of how suitable hygiene practices contribute towards good health
- find ways to increase opportunities for children to direct and lead their own play.

Setting details

Unique reference number	123672
Local authority	Hertfordshire
Inspection number	10305050
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	2 to 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	9 February 2018

Information about this early years setting

The childminder registered in 1997 and lives in Sawbridgeworth, Hertfordshire. She operates Monday to Thursday, from 8am to 5pm, all year round, except for family holidays and bank holidays.

Information about this inspection

Inspector

Jo Rowley

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 childminder.
- The inspector interacted with children throughout the inspection. The inspector observed the childminder's interaction with children during adult-led activities and reviewed this with the childminder.
- The inspector spoke to the childminder about her partnership with parents.
- The inspector reviewed a sample of the childminder's documentation, including their first-aid arrangements.

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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