

Childminder report

Inspection date: 22 May 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder creates a calm and nurturing environment where children feel settled and secure. Children remain deeply absorbed in learning activities that the childminder skilfully plans around their interests. For example, the childminder uses pretty-coloured buttons in unusual shapes to support children's development. She encourages children to sort the buttons into different containers according to their colour and shape.

Children are confident and successfully complete age-appropriate tasks independently. The childminder promotes this well by creating fun games for children to complete. For example, when children tidy up, they race their childminder to find the correct homes for their favourite toys. Children delight at their success when putting on boots and coats. The childminder encourages this sense of accomplishment by offering immense praise and allowing children sufficient time to complete tasks successfully.

The childminder is extremely focused on supporting children's emotional well-being. She spends time talking to children about their feelings and how their actions have a positive effect on others. As a result, children behave well and are kind to one another. For example, when their friends are tired and unsettled, children attempt to reassure them by stroking their hair and soothing them.

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

- The childminder supports children to develop a love of stories. She creates lovely interactive story sessions where children explore activities that are centred around their favourite books. For example, children match pictures of various foods to the pictures in 'The Very Hungry Caterpillar' book.
- Children are confident communicators. They demonstrate a wide and sophisticated vocabulary. The childminder engages children in continuous conversation that is centred around their interests. She asks thought-provoking questions and allows children plenty of time to respond. However, the language the childminder role models does not always provide sufficient challenge to promote children in making outstanding progress from their starting points.
- The childminder shares her extensive knowledge and experience to support the practice of others. She helps to manage and run a childminder play session, providing opportunities for other professionals to share good practice and ideas. She also uses these sessions to enhance children's social development.
- Parents deeply value the high-quality care and education that the childminder provides. They comment on the immense support she offers to families and the nurturing care she provides for all children who attend.
- Children have a good understanding of healthy lifestyles. They enjoy a wide

choice of fruits for snacks and grow their own vegetables in the childminder's garden. Children have continuous access to outdoor play opportunities both in the childminder's home and when visiting local parks. The childminder encourages children to explore the effects physical activity has on their bodies. She encourages them to join in exercise routines and discusses how it makes their hearts beat faster.

- The childminder has a good understanding of children's early experiences. She plans activities and provides resources to support their emotional development and well-being. For example, children learn how to behave appropriately around new babies by caring for dolls. They practise holding them carefully and discuss what they eat and how to bathe them safely.
- Children demonstrate a positive attitude to their learning. They persevere when faced with obstacles during activities. For example, when they struggle chopping fruits at snack time, the childminder offers advice and encouragement. She allows children plenty of time to complete tasks and offers an abundance of praise for their efforts and achievements.
- The childminder skilfully identifies learning opportunities in children's independent play. She acknowledges children's observations and encourages them to explore their ideas further. For example, children notice puddles have formed in the tray containing balls. The childminder encourages them to roll the balls and make deliberate patterns in the tray. This helps develop children's coordination and fine motor skills.

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:

- ensure teaching provides appropriate challenge, specifically when promoting the language development of most-able children.

Setting details

Unique reference number	130253
Local authority	Hertfordshire
Inspection number	10339223
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 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	5 July 2018

Information about this early years setting

The childminder registered in 1989 and lives in Croxley Green. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Antonia Campbell

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 provider and has taken that into account in their evaluation of the provider.
- The inspector considered the views of parents by reviewing feedback letters.
- The inspector looked at selection of relevant documents.
- The inspector observed the interactions between the childminder and the children during activities and observed the quality of teaching.
- The inspector and the childminder completed a joint observation of an activity to assess the impact of her teaching on children's learning.
- The inspector and the childminder discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector held discussions with the childminder about the monitoring of learning and development in the setting and tracked the progress of children.

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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