

Childminder report

Inspection date: 22 January 2025

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

The childminder creates a warm and welcoming environment that meets the changing interests of all the children who attend. She adapts her teaching well to ensure activities provide suitable challenge for all children. For example, older children use tweezers to sort pom-poms according to colour and size. Their younger friends demonstrate equal interest when exploring the textures of the pom-poms and collecting them in pots. As a result of this careful planning, children enjoy their time in the childminder's care and remain deeply absorbed in play.

Children enjoy exciting learning opportunities outside of the home. The childminder works closely with other childcare professionals. Together they attend group-play sessions that promote children's social development. Children enjoy regular visits to the local farm and zoo. They delight at recalling the different animals they see there and discuss their different habitats.

The childminder's curriculum is securely embedded in her practice. Children are encouraged to complete age-appropriate tasks throughout the day to support their growing independence. Children enjoy group story and song sessions where they take turns and focus for short periods. As a result, children are well prepared for their next stage of learning.

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

- The childminder is committed to enhancing the care she provides for children. She completes additional professional qualifications and uses her learning to promote outcomes for children. For example, following a recent training course, the childminder has evaluated her teaching around communication and literacy. She has worked hard to create an outdoor reading den where the children enjoy exploring books throughout the year.
- Children form close, nurturing bonds with their childminder, who is focused on supporting their emotional development. The childminder uses age-appropriate strategies to support children's knowledge around their feelings and behaviours and the impact these have on themselves and others. For example, the childminder uses children's favourite story characters when exploring different emotions.
- The childminder understands the importance of developing children's language skills. She creates opportunities for children to discuss their ideas and opinions during activities and sensitively corrects children's mispronunciations. On occasion however, the childminder does not allow children sufficient time to think and respond during these discussions.
- The childminder promotes children's manners and their understanding of appropriate behaviour well. She adopts a consistent approach when supporting

children's understanding of the need to take turns and treat others with kindness and respect. Her use of praise, and reminding children about the setting rules, means children behave well and are beginning to resolve conflict in play.

- Parents are highly complimentary about the childminder and the nurturing care she provides. They deeply appreciate the flexible care she offers and the professional advice she gives. Parents acknowledge how this supports them to further promote children's development and well-being at home.
- The childminder extends children's learning well, creating opportunities that keep children engaged in meaningful play. For example, children select props from a bag and choose songs to sing about them. The childminder swiftly creates a sensory activity based on children's favourite nursery rhyme. Together they explore ducks floating on water and hunt for different numbers hidden in the 'pond'.
- Mealtime routines are well planned and support children's awareness of expected behaviours when starting school. The childminder creates opportunities for children to interact with one another. Together they discuss the different foods they are eating, sat with their friends at the table. Children enjoy preparing their own snacks, chopping their choice of fruit and discussing their different tastes. Demonstrating good manners is considered a priority in the setting. The childminder provides an abundance of praise and consistently reminds children of the importance of polite behaviour.
- The childminder adopts a flexible approach to children's learning. She considers environmental factors and children's changing moods when planning her teaching. For example, children are excited to complete a painting activity. When it is not possible to do this outdoors as planned, the childminder takes swift action. She covers her living room floor with rolls of paper and allows children to create their masterpieces on it.

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:

- allow children the opportunity to explore their thoughts fully in discussions and provide them with appropriate time to respond.

Setting details

Unique reference number	147716
Local authority	Hertfordshire
Inspection number	10368329
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	15 March 2019

Information about this early years setting

The childminder registered in 1998 and lives in Watford, Hertfordshire. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She offers funded early education for children aged from nine months up to four years.

Information about this inspection

Inspector
Antonia Campbell

Inspection activities

- The inspector considered the views of parents by reviewing feedback letters.
- The inspector looked at a sample of relevant documents.
- The inspector observed the interactions between the childminder and the children during activities.
- The inspector observed the quality of teaching to assess the impact on the children's learning.
- The inspector and the childminder completed a joint observation of an activity to assess the quality of teaching.
- 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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