

Childminder report

Inspection date: 4 November 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 demonstrate a deep sense of belonging in the childminder's home. They greet visitors warmly, confidently show them around their playroom and discuss their favourite activities and games. Children's interests are at the heart of the childminder's practice. She creates an environment and plans learning opportunities that are exciting for all children. For example, children enjoy a variety of activities focused on their favourite story, 'The Very Hungry Caterpillar'. They create their own caterpillar display, explore the different foods in the story and discuss a recent visit to the zoo where they explored a butterfly enclosure. This knowledge of children's interests ensures that they engage well in meaningful play that supports their learning.

The childminder has high expectations for children's behaviour. She encourages children to recall the setting rules and recognises and praises their kind and positive actions. As a result of this consistent approach, children behave well and are aware of the rules and why they are in place. For example, children regularly tidy up the playroom, understanding how this keeps the environment safe for everyone. They remind their friends not to run indoors as they may bump into objects and could hurt themselves and others.

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

- Children develop a good understanding of healthy lifestyles and the positive impact this has on their well-being. They have access to outdoor play opportunities in the secure garden, on trips to local parks and when taking part in yoga sessions. Children enjoy nutritious snacks of fruit and vegetables that they help to prepare, exploring why they are healthy choices.
- The childminder places a sharp focus on supporting children's emotional development and well-being. Children explore their feelings using story characters to identify their emotions. The childminder encourages children to explore the impact that their moods can have on their behaviour and how the resulting actions can affect others. As a result of this age-appropriate teaching, children are beginning to express their feelings and regulate their behaviour.
- The childminder provides plenty of opportunities for children to practise their language skills. She engages them in group discussions and allows them plenty of time to discuss their ideas and respond to her pertinent questions. However, the childminder does not routinely address children's mispronunciations and incorrect grammar. This does not fully promote their understanding of the English language.
- Relationships with parents are strong. Parents praise the childminder and acknowledge how the exciting activities she provides support children's development. They appreciate the close relationships children have with the

childminder and her deep understanding of children's unique personalities. Parents comment on how the childminder's robust communication enables them to further promote children's learning at home.

- The childminder monitors children's progress closely. Her strong understanding of children's abilities enables her to identify when there may be concerns. The childminder is swift to share her findings with parents and seek out additional support to promote children's learning.
- Children remain safe in the childminder's care. She uses age-appropriate equipment when at home and on trips out and discusses the importance of monitoring children closely while they eat and sleep. The childminder has robust safeguarding knowledge and confidently discusses how she may identify if a child is at risk from harm and how to access appropriate help.
- The childminder diligently evaluates the care she provides by seeking regular feedback from parents. She is committed to enhancing her skills and knowledge by accessing additional professional training. She uses the knowledge she gains to enhance the care she provides for children. For example, the childminder explains how she has made changes to her environment that support children's engagement in play more effectively and promote their learning.
- During structured activities, the childminder adapts her teaching well to support children's individual learning needs. For example, when exploring modelling dough, young children delight at using cutters to create and identify different shapes. Older children explore and discuss the more complex patterns they form in the dough. However, the same targeted teaching is not always observed when supporting children's progress during sessions of free play.

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:

- enhance children's language skills by consistently identifying and correcting children's mispronunciations
- constantly adapt and extend teaching opportunities to promote children's learning, specifically during sessions of free play.

Setting details

Unique reference number	149112
Local authority	Hertfordshire
Inspection number	10359775
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	12 December 2018

Information about this early years setting

The childminder registered in 1997 and lives in Hemel Hempstead, 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.

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 selection of relevant documents.
- The inspector observed the interactions between the childminder and children during activities and observed the quality of teaching.
- The inspector and childminder completed a joint observation of an activity to assess the impact of her teaching on children's learning.
- The inspector and 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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