

Childminder report

Inspection date: 18 July 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 that they feel happy and secure in the experienced childminder's care. They move around her welcoming home with confidence, showing a strong sense of belonging. Children make independent decisions of where and what they would like to play with, and confidently invite visitors to join in their play. The childminder knows children very well. She plans highly engaging activities that spark children's awe and wonder. As a result, children focus for extended amounts of time. Children have a strong love of books. They are excited to listen to the childminder read their favourite stories with such enthusiasm. She makes this an interactive experience. Her use of questions challenges children's thinking. This encourages children to talk about what they see on the pages and develops their understanding that time has meaning. Children identify numbers on the clock in the story and learn how they relate to daily routines.

The childminder has high expectations of children's behaviour and promotes respect for their environment. She consistently models good manners which motivates children to do the same. Children ask the childminder if they can leave the table when they have finished eating. They eagerly follow the childminder's instructions to tidy away the resources they have finished playing with. The childminder fosters children's independence. She supports them to manage their own care needs and ensures that they understand the importance of following a good hygiene routine. Children learn to assess risks and develop good physical skills under the close supervision of the childminder. They climb the steps to the slide and know to sit down before sliding down.

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

- The childminder plans learning opportunities that consistently embrace children's evolving interests, such as pirates. She uses her observations of their development and discussions with children's parents to find out precisely what children know and can do. The childminder uses this information well to ensure that activities support children's next learning goal. As a result, children are highly engaged in their play and make good developmental progress through a sequenced curriculum.
- Children benefit from many organised trips with the childminder. For example, they develop good social skills as they play with larger groups of children at organised groups. Regular walks to the local woods support children to learn about and immerse themselves in nature. They search for bugs and create imprints by pushing clay onto tree trunks.
- The childminder places a strong emphasis on supporting children's communication and language skills. She consistently speaks to children clearly and sensitively supports their pronunciation of words as she repeats words back

to them correctly. Children demonstrate a real thirst for learning new words. The childminder identifies moments in children's play to introduce them to words in context, such as 'delicious' and 'ravenous' as children make pancakes from dough and pretend to eat them. This motivates children to use these words as they eat their nutritious snack and meal.

- The childminder continuously reflects on her own practice and the provision she offers. Since her last inspection she has developed her garden to provide children with rich experiences, such as a sensory walkway. This helps to stimulate children's observation and listening skills. They stop and listen to the sound of wind chimes and watch the mobiles glisten in the sunlight. The childminder continues to develop her knowledge and skills through webinars, reading professional publications and gaining ideas from a close network of other childminders. Recent training has increased her knowledge of how to identify and implement strategies for children who may need additional support.
- Children's behaviour is good and appropriate to their stage of development. The childminder provides children with opportunities to learn about emotions through stories. However, she does not always make strong use of daily occurrences to help children to think about their own and other's feelings, to prepare them to regulate their own behaviour.
- Partnerships with parents are strong. The childminder speaks with them daily and provides a summary of their children's day in her care in individual notebooks. She utilises the information that parent's share with her about their children's experiences at home to build on these in her provision. The childminder provides bespoke home learning packs that focus on supporting what children need to learn next. This helps parents to support and extend their children's learning at home. Parents are impressed with their children's progress and appreciate the childminder's dedication to her role.

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:

- make best use of everyday situations to prepare children to learn how to regulate their emotions.

Setting details

Unique reference number	149476
Local authority	Hertfordshire
Inspection number	10344386
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	20 September 2018

Information about this early years setting

The childminder was registered in 1998 and lives in Royston. She operates all year round from 7am until 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Lorraine Pike

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 her evaluation of the provider.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder and children at appropriate times during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents through written feedback provided.

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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