

Childminder report

Inspection date: 14 February 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

The childminder thoroughly understands children's learning needs, their likes and dislikes and takes these into account when planning for their development. This helps her to offer a curriculum that engages children's interest and reflects things that they enjoy. Children are happy and secure in her care, and they know that their wishes will be supported. For example, as they finish reading one story with the childminder, they immediately fetch another. They then 'read' the story to her, using the pictures to help them tell the story. This helps them to learn about narratives and increases their understanding of written text to improve their access to future learning.

The children enjoy regular access to a wide range of interesting books, which the childminder regularly rotates to keep their interest. She reads children's familiar favourite stories, such as 'The Very Hungry Caterpillar'. Children predict what is coming next as they put a finger in their mouth and pull it out to make a 'pop' sound as the childminder says 'pop'. The childminder asks questions to engage the children in the story to develop their understanding and support their language skills. Children eagerly point out and name the things that they can see. The childminder then leaves gaps in the story to encourage them to say the word. The children excitedly shout out 'butterfly!' as the childminder turns the page.

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

- The childminder skilfully adapts activities to support the individual learning styles of each child she cares for. Her warm and positive attitude draws the children in and helps them to enjoy their opportunities for learning. For example, she helps children take part in different investigative activities, such as moving blocks on a logic puzzle, by demonstrating and then encouraging them to take the next step. She helps children to work out that coins 'stick' to some magnets on toy trains.
- The childminder offers plenty of activities to focus on children's fine motor skills. She has identified how this supports children's early writing, links to their enjoyment of physical and creative play and helps them to develop their vocabulary. She introduces language as the children play, such as 'roll', 'squish' and 'shape' as they mould and manipulate dough with their fingers and simple tools with increasing skill.
- The childminder supports children's independence in their personal care well. For example, children are able to wash and dry their own hands using the low sink and clean towels in the childminder's downstairs toilet. Children use jugs and an open cup to help promote their pouring and drinking skills. They help themselves to healthy snacks, such as strawberries and fruit pouches. Children follow established rules well. They behave kindly towards each other and follow the childminder's good example to help take care of each other and the toys that

they play with. They readily tidy up when they have finished an activity.

- The childminder has created strong relationships with parents. She seeks their views regularly and communicates with them to ensure that children receive consistency between her home and their home. Parents praise how well the children thrive in the childminder's setting and the warm relationships she builds with them and their children. They love the range of activities she provides and value her care.
- Children learn about mathematical ideas through counting rhymes and counting and sorting different objects that they play with, including money. However, at times, for example when children are counting, the childminder does not take the opportunity to correct them when they count out of sequence, in order to cement their understanding of number and its relation to quantity.
- The childminder welcomes oversight and opportunities for feedback on her practice. She has also accurately assessed the quality of her own practice. She is clearly dedicated to the children for whom she provides care and thoroughly enjoys her work. This positive attitude helps her to create a home where children are welcomed warmly, looked after with great care and leave ready for the next stage in their lives.

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:

- develop the programme for mathematics to support children to develop a secure grounding in counting skills and deepen their understanding of numbers at the earliest opportunity.

Setting details

Unique reference number	149629
Local authority	Hertfordshire
Inspection number	10305588
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	4
Date of previous inspection	27 February 2018

Information about this early years setting

The childminder registered in 2000 and lives in Hitchin. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Naomi Brown

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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and the children.
- The inspector reviewed the views of parents in writing and took these into account.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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