

Childminder report

Inspection date: 29 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 show that they feel happy, safe and secure with the experienced childminder. They also build warm, friendly relationships with the childminder's family. Children confidently move around the childminder's home and make independent choices of what they would like to play. The childminder ensures that she provides an extensive variety of resources that reflect children's evolving interests and stimulate their inquisitiveness. This motivates children to have a positive attitude towards learning. For example, they explore how binoculars work and pretend to listen to their heart using a toy stethoscope. The childminder finds out what children already know and can do as soon as they start with her. She uses this information well to create a rich and sequenced curriculum that helps all children make good progress.

Children learn about mathematical concepts. They count the number of windmills in the childminder's garden and predict the direction each windmill is rotating in the wind. Children benefit from a rich range of outings with the childminder that helps to broaden their understanding of the wider world. They travel on a train to wildlife parks and farms. Children enjoy walking through a bat tunnel and learn how bats like to sleep upside down during the night. They develop the small muscles in their hands in preparation for writing as they draw circular marks on a wipeable board using a special pen. Children are highly independent for their age. They confidently put on their own shoes and use cutlery to feed themselves.

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

- 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. Her use of questions motivates children to express their thoughts and ideas and learn about the pattern of conversation. 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 'foal', to help recall previous experiences and embed new knowledge.
- Overall, children benefit from learning opportunities that encourage them to solve problems and build on their critical thinking skills. For example, children enjoy working out how to join pieces of train track together. However, the childminder does not consistently challenge children to find solutions to problems that arise in their play for themselves. For example, she is quick to fix small tools that come apart and rolls out dough for them.
- The childminder has a clear intent for her curriculum and what she wants children to learn. This focuses on embracing children's curiosities and supporting them to develop the key skills they need in preparation for their next stage in

education. The childminder makes the most of her informal observations and regular assessments to accurately monitor children's progress. These help her to precisely identify children's next steps in learning, which she skilfully implements through her interactions and planned activities.

- Children learn how to respect others and behave well. They understand and follow the childminder's expectations. For example, children show a strong sense of responsibility as they tidy away toys when they have finished with them. They have valuable opportunities to develop their social skills with wider groups of children and adults. The childminder frequently arranges to meet with her extended family for picnics at the local common and nearby cafes.
- Children develop good physical skills and have a clear awareness about the importance of a healthy lifestyle. Regular access to the childminder's garden and trips to parks help children gain strength and stamina. These activities also encourage them to assess risks as they navigate and use large play equipment. Children persevere to climb up ramps and confidently propel themselves on a zip wire. They follow a good hygiene routine and know to wash their hands prior to eating.
- The childminder completes mandatory training, such as first aid, and keeps up to date with current safeguarding information from the local authority. However, she has not yet planned focused professional development to ensure that her knowledge and practice are continuously built on and improved over time.
- The childminder works in close partnership with parents. She keeps them fully informed of children's progress and ideas to aid learning at home. They work together to provide a consistent approach to children's development.

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:

- offer children further opportunities that support them in thinking things through and finding their own solutions to problems that arise during their play
- strengthen professional development to build and improve practice over time.

Setting details

Unique reference number	149653
Local authority	Hertfordshire
Inspection number	10367377
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 7
Total number of places	6
Number of children on roll	2
Date of previous inspection	6 February 2019

Information about this early years setting

The childminder registered in 1992 and lives in Hitchin. She operates from 8.30am to 5pm, Monday to Friday, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector
Lorraine Pike

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on the children's learning.
- The inspector held a number of discussions with the childminder and spoke to the children at appropriate times during the inspection.
- The childminder and the inspector carried out a joint evaluation of an activity, and they discussed their findings.
- The childminder provided the inspector with a sample of key documentation on request.

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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