

Childminder report

Inspection date: 9 February 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are settled and content in the childminder's care. They share jokes together and giggle excitedly at each other's actions. The childminder proficiently follows the children's leads, enabling them to guide their own play and learning. Children enjoy using their imagination when they make up games with small-world characters. They invite the childminder to join them with a view to her characters 'saving the princess'. The childminder engages enthusiastically, extending the vocabulary used to enhance children's communication and language further.

Children understand the childminder's house rules and follow them well. They take care of their own personal needs with limited support from the childminder. Children ensure that they wash their hands after visiting the bathroom and before they touch any food. They use good manners when asking the childminder for things that they want, and she reciprocates this, acting as a good role model. Children have opportunities to develop their fine motor skills as they roll and manipulate play dough. They chat joyfully with the childminder about what they are making, the colours they are using and the shapes they make from the cutters.

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

- The childminder uses her experience to provide children with a warm and welcoming environment where they are made to feel valued and part of her family. She keeps abreast of changes and developments in the childcare sector, for example, through discussions with other registered providers and the internet. However, she does not focus her professional development on developing a more thorough knowledge of teaching. She has not fully explored ways to continually build on the quality of her teaching to help children make the best possible progress.
- The childminder works well with parents. She shares information daily about what the children are doing and sends photos of their activities and achievements so that parents can celebrate with them. Parents who contributed in writing to the inspector are highly complimentary of the care their children receive from the childminder. They state that she supports the whole family and is flexible and helpful.
- The childminder bases her curriculum around the children's changing interests and what she wants them to learn next. She uses the information she knows about the children to plan effective activities to help them make the best progress during their time with her. The childminder liaises with other early years settings that children attend to secure a good understanding of what they are learning outside of her care.
- The childminder builds some opportunities into the time the children are with her for them to enjoy outdoor experiences. These are often arranged during the

warmer weather. When children do play in the childminder's garden, they have opportunities to develop physical skills when they use the small slide and other physical play resources. However, the childminder has not yet fully considered the value children get from learning outdoors or experiencing a wider range of trips and outings.

- The childminder has a good selection of toys and resources that she alternates in accordance with the children's interests. Children guide some of their play and learning by requesting equipment that may not be readily available to them. The childminder facilitates their ideas. She is very in-tune with children's moods and knows when to introduce new activities and when to leave them focused on their chosen play.
- Children enjoy colouring in a favourite character book. They carefully choose the colours they want and talk to the childminder about which parts they are going to colour. This prompts a lively discussion about the characters and which ones the children like best. The childminder uses every opportunity to engage in conversations with the children, encouraging them to extend their thinking through appropriate questions.

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:

- strengthen the programme of professional development to deepen knowledge and skills to enhance children's education even further
- review the use of the experiences outdoors to provide better opportunities for children to develop their knowledge and skills across all areas of learning.

Setting details

Unique reference number	2649695
Local authority	Hertfordshire
Inspection number	10305306
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	3 to 6
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Royston. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Lynn Hughes

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 childminder.
- The childminder showed the inspector all areas of their premises used for childminding and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning discussion.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed an observation and how the curriculum has been implemented and the impact that this has had on children's learning.
- Parents provided the inspector with written feedback.
- 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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