

Childminder report

Inspection date: 10 July 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 demonstrate they feel happy and secure in the childminder's care. They greet visitors warmly and are keen to show them what they are doing. Children thoroughly enjoy being outside. They are very active as they engage in physical play, such as pushing with their legs on the see-saw and riding on scooters. At other times, children visit natural areas in the local community and this further benefits their health and well-being. Children play together extremely well; they listen to the childminder, share and take turns. Children's behaviour is very good.

The childminder builds her curriculum around each child's learning needs. She constantly builds on what children know and can do and this supports them to make consistently good progress. Children very much learn through play and their own choices. The childminder watches what they are doing and tailors her teaching in line with what children are doing in that moment. For example, she introduces mathematics into play dough activities. Children learn about shape and size and count how many pots of dough they have.

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

- The childminder's teaching is good. She effectively interacts with children as they play and engage in activities. When children come across challenges, the childminder encourages them to find solutions to their problem. This enables children to know what they can do for themselves and promotes their self-esteem. Children proudly show visitors how they can hold chalk in both hands to draw a circle. They show great pride in their achievements.
- Parents speak positively about the childminder. They say their children are very happy to attend her setting and are learning well. The childminder shares information with parents on a regular basis. This helps her to know how they can support children's learning at home.
- Children choose their favourite stories for the childminder to share with them. They join in with their thoughts and ideas that they formulate from looking at pictures. Children's speech and language skills are very good. Effective questioning by the childminder results in children thinking deeper and this extends the words they use. Children enjoy having close contact with the childminder, such as through story times. They display strong attachments to her.
- The childminder understands the importance of working in partnership with others. She discusses children's learning with other childminders who offer joint care for them. This enables the childminders to provide children with consistency in what they need to learn next. The childminder passes on relevant information to nurseries when children move on. This effectively promotes continuity in their learning and development.

- Children's imaginations are developing well. They enjoy pretending to make meals with play food and this evolves into going on a picnic. The childminder encourages children to make links in their learning, such as between different activities. For example, play dough becomes a cake that children pretend to cook. They add pasta for candles and show their developing understanding of number as they count.
- The childminder meets with other childminders, and this provides her with opportunities to hold professional discussions with others. She is highly reflective on her practice and looks at what she can develop further. The childminder undertakes some training opportunities, such as covering safeguarding and first aid. However, she does not precisely identify what other professional development opportunities would help to extend her teaching skills and knowledge even more.

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:

- identify and use a wider range of professional development opportunities to further enhance teaching skills and knowledge.

Setting details

Unique reference number	2670937
Local authority	Hertfordshire
Inspection number	10344308
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 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Croxley Green in Rickmansworth, Hertfordshire. She operates all year round from 8am until 5.30pm, Monday to Friday, through term times.

Information about this inspection

Inspector
Jill Hardaker

Inspection activities

- The inspector and the childminder looked at the areas of her home that she uses with children and discussed how she plans her curriculum and operates her practice.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her.
- A sample of policies and procedures was looked at by the inspector. These included documents relating to the suitability of household members and safeguarding and complaints procedures.
- The inspector took into account the views of parents and discussed the childminder's reflections of her practice with her.

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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