

Childminder report

Inspection date: 20 November 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

The childminder provides a welcoming environment where children can play and learn safely. They demonstrate the strong bonds they have with her as they seek cuddles and reassurance when feeling unsure of having visitors in the house. The childminder has a good understanding of children's learning needs. She develops her curriculum around these, focusing her teaching on what children need to learn next. The childminder gives children lots of time to explore and follow their own interests. This results in children engaging well in play and learning. Children's behaviour is good.

Children spend time outdoors each day. They have opportunities to use the garden and visit local parks very regularly. These opportunities enable children to develop their physical skills as they benefit from exercise in the fresh air. The childminder is attuned to children's needs. For example, she notices when they need to eat and provides them with a snack. This helps children to begin to recognise their own needs. Children's confidence with new adults quickly grows, as they know they are safe with the childminder and that she is close by. This results in children including visitors in their play.

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

- The childminder carefully tracks the progress children make and identifies what they need to learn next. This helps her to close any gaps in children's development and supports their ongoing learning. The childminder understands the importance of working in partnership with parents and other settings the children attend. This helps to promote continuity in children's learning.
- The childminder uses children's interests and their freely chosen play to extend their learning. For example, when young children are playing with blocks, she talks about the colour and size of the blocks they are using. As children put the blocks away, the childminder models counting as they drop them in a bag. This enables children to begin to understand mathematical concepts from an early age.
- Parents speak positively about the childminder. They state their children are very happy to attend her setting and develop a close bond with her. Parents say children are making good progress under the childminder's care.
- Many of the children the childminder cares for speak more than one language. She places a strong emphasis on helping all children develop strong language skills. The childminder talks to children as they play to help them build a wide vocabulary. She gives children opportunities to talk about what they can see in books and to answer the clear questions she asks them. This results in children developing into confident communicators.
- Children are learning how to keep themselves safe. From an early age, they

know to tidy away toys they have finished playing with. The childminder closely supervises children when they explore small objects such as coloured chickpeas and pasta shapes. This enables children to enjoy these sensory experiences safely.

- The childminder reflects on her practice to help her to improve outcomes for children. She precisely identifies what areas of her practice and teaching skills she wants to develop further. The childminder actively undertakes training and research, such as through courses, webinars and reading. This helps her to continually develop her knowledge and skills.
- The childminder gets to know children well as she provides care for them over significant periods of time. She knows what children's backgrounds are and what experiences they have at home. The childminder and children learn about festivals that are important to them. However, she has not yet identified ways to help children to learn more about each other and to more routinely celebrate their diversity and differences.

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:

- provide more opportunities for children to celebrate their diversity and to begin to understand what they have in common with each other.

Setting details

Unique reference number	2683055
Local authority	Hertfordshire
Inspection number	10363624
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	0 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 Watford. She operates from 7.30am to 6pm, Monday to Friday, all year round,, except for bank holidays and family holidays.

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 the 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.
- The inspector looked at a sample of policies and procedures. These included documents relating to the suitability of household members, safeguarding and complaints.
- The inspector discussed the needs of individual children with the childminder and talked with her about the progress they are making.
- 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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