

Childminder report

Inspection date: 21 October 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 that they feel happy and safe in the childminder's care. They are content to play independently and enjoy the positive interactions they receive from her. The childminder is aware of each child's stage of development. She takes this into account as she builds and implements her curriculum. At present, younger children are attending. They have many opportunities for free play and exploration. Children enjoy using the interactive displays, such as the one based on autumn. They handle small pumpkins and feel the texture. Some children are beginning to recognise numbers, which are shown on leaves.

Children have secure, although flexible, routines. When they start to attend, the childminder mirrors her routines to those that children have at home. This helps them to feel secure. She provides meals at times that children show they feel hungry. This results in children eating well as they share a social mealtime together. They calmly settle to sleep in a familiar space with comforters from home, where needed. The childminder makes sure there are enough resources available to keep each child busy. Children are content to play independently or alongside others. They are learning how to respect each other's choices, and their behaviour is good.

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

- The childminder finds out what children can already do when they start to attend. She uses this information and her own observations to identify what children need to learn next. The childminder sequences her curriculum to help ensure that children have the foundational skills to build on through their education. She is confident that children move on to school with strong skills and knowledge covering all areas of learning.
- Children are developing strong communication and language skills. Babies are learning how to take turns in conversations. They look intently at adults, babble, pause and wait for the adult to reply. They take delight in these interactions, showing this as they smile and laugh. Young children construct complex sentences, such as describing the pictures they see.
- 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.
- The childminder promotes healthy lifestyles to children. She encourages them to have regular drinks and provides colourful, healthy meals. Children spend time with the childminder at her allotment, where they plant and tend to growing fruit and vegetables. The childminder talks about how this activity positively impacts children's health and wellbeing. For example, children eat a much wider range of fresh food when they have been involved in the growing process.

- Children's physical skills are developing well. They use stepping stones, which are good for their balance and coordination skills. Babies learn how to use their hands to tip out containers and refill them. The childminder gives children time to practise these skills, as she understands the importance of children having strong physical abilities.
- The childminder builds strong partnerships with other settings that children attend. She understands the importance of sharing information with them. This effectively promotes continuity in children's learning and development.
- The childminder meets with other childminders, which provides her with opportunities to hold professional discussions with others. She reflects on her practice and looks at what she can develop further. For example, the childminder talks about how she is looking to provide children with more natural resources that have more than one use. The childminder undertakes some training opportunities, such as covering safeguarding and first aid. However, she has not yet undertaken a wider range of other professional development opportunities to help her to extend her good 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	2756741
Local authority	Hertfordshire
Inspection number	10349518
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 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Harpenden, Hertfordshire. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder is in receipt of funding to provide free early education for children.

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.
- The inspector discussed the needs of individual children with the childminder and talked with her about the progress they are making.
- 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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