

Childminder report

Inspection date: 14 August 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 are happy in the care of this experienced childminder. They are clearly content and demonstrate that they feel safe and secure. This is evident through their constant smiles and enthusiasm to invite the childminder to join them in their play. The childminder's ambitious curriculum helps children make good progress in their learning. Children develop good language skills. This is because the childminder consistently engages children in conversations as they play, models language well and repeats words back to children to correctly support their clear pronunciation. The childminder is a positive role model. She always uses good manners when speaking to children, which motivates children to say 'please' and 'thank you'.

Children experiment making different sounds by tapping containers they turn upside down with their hands. The childminder introduces children to different tools, and they discover how they can use these to change the sound. Children show respect for their environment. They eagerly help the childminder to Hoover up rice spilt on the floor. Children develop a strong love of books. They enjoy choosing books from the local library with the childminder and listen attentively as she reads these to them. The childminder introduces children to early mathematics through their play, such as counting and quantities.

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

- The childminder has a concise vision of her curriculum. She plans an inviting curriculum with an emphasis on children's communication, social and emotional development. She knows the children she cares for well and considers their different personalities and interests. As a result, she identifies accurate next steps for each child. The childminder has dedicated an area of her garden for children to learn outdoors. However, she does not always plan as effectively to provide children with the same rich experiences for learning as those indoors.
- The childminder encourages children to be independent individuals. Children confidently manage their own personal needs with minimal support. The childminder teaches them how to 'pinch and pull' packets of food open. Children develop a strong understanding of a healthy lifestyle. They enthusiastically join in with songs that promote the importance of eating the recommended amount of fruit and vegetables a day.
- The childminder provides children with interesting activities that capture their attention for sustained periods given their young age. Children use a range of tools, such as scoops and measuring spoons to scoop coloured rice into different types of containers. However, when children find tasks more challenging, such as discovering why the rice does not flow through a funnel, the childminder does not give them enough time to solve problems for themselves.

- The childminder is dedicated to continuing to develop her knowledge and skills. She regularly shares good practice and gains ideas from other childminders. In addition, she completes a wealth of training and a government-funded professional development programme. As a result, she has an increased understanding of how children build on what they know and can do through repetition.
- The childminder actively encourages good behaviour and mutual respect among children. For instance, she calmly talks to children about the importance of sharing resources and taking turns. Her frequent praise for children's achievements helps to boost their self-esteem.
- Children develop an early understanding of similarities and differences in the world around them. They benefit from a diverse range of outings beyond the childminder's home, which introduce them to the wider community. These include visits to organised groups and parks and regular trips to an activity farm. At the farm, children observe lambs being born and fed, while also building strength and stamina by digging for potatoes and navigating large play equipment. The childminder also teaches children to stay safe while walking around a large local lake and maintain a safe distance when feeding ducks.
- Partnerships with parents are strong. The childminder keeps parents fully informed about what their children are working towards. She frequently shares photos of their children's achievements with parents via a secure app. This helps parents to support and extend their children's learning at home. Feedback from parents is positive. They comment on the 'home-from-home environment' the childminder provides and appreciate the time she invests in helping children to feel comfortable and secure.

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 planning for the outdoor area to provide children with the same rich experiences for learning as those inside
- allow children more time to think and solve problems for themselves.

Setting details

Unique reference number	EY100807
Local authority	Hertfordshire
Inspection number	10351804
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	18 October 2018

Information about this early years setting

The childminder registered in 2001 and lives in Hatfield. She operates from 8am until 5.30pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for two-year-old children.

Information about this inspection

Inspector
Lorraine Pike

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 setting.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The childminder carried out a joint evaluation of an activity with the inspector, and they discussed their findings.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents through written feedback provided.

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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