

# Childminder report

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Inspection date: 16 January 2025

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

The childminder encourages children to settle gradually and build a bond with her when they start. Children demonstrate that they feel comfortable in their surroundings as they regularly turn to her for comfort and reassurance. The childminder recognises that if children are happy and settled, this will support their confidence and development. She tracks children's progress regularly. This helps her to identify any gaps in children's development.

The childminder provides children with relevant learning opportunities that interest them. Children build their confidence, exploring the resources on offer. They choose things and sit for some time, readily leading their own play. The childminder provides them with praise and encouragement as they do this. She introduces children to other resources that provide similar opportunities. This helps children to build their skills and strengthen their abilities further.

Children behave well and follow the childminder's guidance and instructions. The childminder provides children with opportunities to explore the local community. She ensures that these opportunities provide rich learning experiences for children. For instance, she speaks to children about the importance of road safety when they are out together.

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

- The childminder demonstrates a good understanding of how young children learn. She recognises the importance of supporting children's language development. She encourages children to sing and join in with rhymes. They enjoy sitting with the childminder to look at books and share stories. The childminder pauses at points during familiar songs, encouraging children to fill in the gaps. For younger children, this builds a sense of anticipation. Older and more confident children are able to fill in the gaps and demonstrate their knowledge to her.
- The childminder holds discussions with parents when children initially start. She gathers a range of information regarding their routine, likes and dislikes, and who they live with. However, this information is sometimes limited, and the childminder does not consistently find out about what children can already do, and what they do when they are at home. This limits her ability to rapidly identify relevant starting points when children start with her and provide swift and highly focused support straight away.
- The childminder successfully meets the needs of all children she cares for. However, she currently has a limited range of methods for children to communicate their choices and requests. This is particularly the case for children who speak English as an additional language, or those who are non-verbal. As a

result, it is sometimes more challenging for her to quickly identify what it is they want or need and meet their needs as efficiently as possible.

- Parents are very pleased with the care the childminder provides. They comment on her friendly nature and feel well informed about their children's progress. They recognise that their children feel happy and settled in the childminder's care. Those who support the childminder, for example, in business manager roles, complete their roles effectively. The childminder holds regular discussions with people who work with her to ensure the efficient running of the setting. This allows the childminder to focus on supporting children's learning and development.
- The childminder continues to develop her professional knowledge further. She engages with online webinars and attends early years exhibitions. She carefully considers what areas she needs to focus on to better support the children in her care. This helps her to provide more focused support to children's learning and individual needs.

## **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:**

- gather more focused information from parents when children start to identify purposeful initial starting points for children to help them make rapid progress
- expand strategies to support children to communicate their needs even more effectively, in particular those children who speak English as an additional language or cannot communicate verbally.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY219144                                                                          |
| <b>Local authority</b>                             | Hertfordshire                                                                     |
| <b>Inspection number</b>                           | 10364096                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 4                                                                                 |
| <b>Date of previous inspection</b>                 | 24 January 2019                                                                   |

## Information about this early years setting

The childminder registered in 2002 and lives in Borehamwood, Hertfordshire. She operates from 7am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Jenny Hardy

### Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about the children's learning and development.
- The inspector observed the quality of education being provided and assessed the impact that this is having on the children's learning.
- The inspector read written feedback from parents and considered their views.
- 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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