

Childminder report

Inspection date: 27 January 2025

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 make good progress in the childminder's warm and nurturing home. The childminder provides a well-resourced environment that caters to children's interests and learning needs. Children become quickly engaged as they explore the role-play kitchen. They use tongs to dish up pretend noodles, and explore puzzles, rotating shapes into the correct position, helping to build strength in their hands. The childminder promotes children to become curious and aware of the natural world. She seizes the opportunity to engage children in observing a thunderstorm. They use their ears to listen to the rumble of thunder and watch for the lightening. Children listen in anticipation and smile when they hear the thunder and see the flash of lightening.

The childminder acts as a positive role model. She actively encourages children to share resources and praises acts of kindness, helping children to build on their self-esteem. This helps children to behave well and foster positive relationships with their peers. Children show an enormous amount of empathy and kindness towards their peers as they play, providing cuddles to children that are sad and readily sharing toys with their peers. Children are well prepared for the next stages of their learning.

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

- Children transition smoothly into the setting. Gradual settling-in procedures enable children to become familiar with their environment, and build strong bonds with the childminder, supporting their well-being. The childminder gains information from parents and uses initial observations to understand how best to support children when they first start. This helps the childminder to establish what children can do and what they need to learn next to make progress with their learning and development. The childminder encourages younger children to develop strength in their legs through, for example, the use of wheeled push toys to support their early walking skills.
- The childminder thoughtfully plans activities based on children's interests and what they need to learn next. For example, she teaches children about Chinese New Year, supporting children's understanding of different traditions. Children enjoy using stick paints to make marks on pictures of snakes, learning that it is the 'Year of the Snake'. However, the childminder has not considered how she can use these experiences to build even further on their learning and development.
- The childminder provides a range of language-rich activities to help children build on their communication skills. She delivers interactive story times and sings familiar nursery rhymes such as 'The wheels on the bus'. Babies giggle and smile as they recognise their favourite song. Older children learn new words, such as

'lantern', helping them to build on their growing vocabulary.

- Children receive a wide range of experiences in and around the local community. Regular outings to libraries, soft play areas and music groups enhance children's social development and builds on their understanding of the world around them.
- The childminder arranges the environment well to support children to freely explore and access a variety of learning opportunities. Children follow their own interests, demonstrating curiosity and independence in their play. However, at times the childminder does not always encourage children to carry out self-care tasks. Sometimes, she complete tasks for children, such as peeling bananas and wiping their noses, rather than encouraging them to try themselves.
- Parents speak highly of the setting and comment their children are always happy and settled. The childminder communicates clearly with parents, using daily diaries and handovers, to keep parents informed about their child's development. The childminder also supports parents in continuing their children's learning at home, providing additional resources to parents on key transitions such as potty training.
- The childminder engages in ongoing professional development, keeping her mandatory training up to date and enhancing her skills through a variety of courses. She collaborates closely with other childminders, participating in joint training such as first aid. Regular social gatherings with fellow childminders and their children provides rich opportunities for children to develop their social and emotional skills in a supportive environment.

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:

- consider how planned activities can be extended further to build on children's learning and development
- provide more opportunities for children to develop their independence.

Setting details

Unique reference number	EY221379
Local authority	Hertfordshire
Inspection number	10368359
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	18 March 2019

Information about this early years setting

The childminder registered in 2001 and lives in Tring, Hertfordshire. Her provision is open all year round, Monday to Thursday from 7.45am to 6pm, except for family holidays and bank holidays. The childminder holds a relevant early years qualification at level 3. She provides funded early education for all eligible children.

Information about this inspection

Inspector

Emily Woodhead

Inspection activities

- The childminder and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity carried out with the children.
- The children communicated with the inspector during the inspection. The inspector took account of written views from parents.
- The inspector looked at relevant documentation, such as evidence of the suitability of the childminder and a selection of other records.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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