

# Childminder report

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Inspection date: 9 December 2024

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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> |
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|----------------------|-------------|
| 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

Children enjoy the time they spend in the warm, homely environment that the childminder creates. They confidently explore activities, helping themselves to a range of resources that are carefully planned around their interests. For example, children become deeply engrossed in a wealth of activities planned around their favourite story: 'The Very Hungry Caterpillar'. Children form close emotional bonds with the caring childminder. They regularly approach her for cuddles and relish in the abundance of praise she provides for their efforts and achievements in activities. This supports children to feel safe and secure in her care.

Children develop close friendships with one another. They are kind, considerate and supportive towards their friends. The childminder supports these positive behaviours well by creating opportunities for children to enjoy group activities. For example, children are encouraged to create their own role-play ice-cream parlour. They serve one another pretend ice creams, with older children helping their younger friends and applauding their efforts.

The childminder supports children's social development well. She provides opportunities for them to engage with adults and children at structured play sessions. As a result, children are confident in new situations. They greet visitors enthusiastically and welcome them into their games.

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

- The childminder ensures all areas of her home are safe for children. She checks that all equipment is safe and meets the specific needs of children in her care. Children are beginning to develop an awareness of their own personal safety. For example, they remind one another not to run indoors as they might slip and hurt themselves.
- Children are kind to one another and cooperate well during play. The childminder encourages these positive behaviours by creating opportunities for children to practise skills such as taking turns. For example, children enjoy interactive story sessions where they take turns in turning pages and selecting props that represent the characters in the books.
- The childminder monitors children's learning closely. She uses this knowledge when planning activities that are based on children's interests. For example, children develop their fine motor skills completing puzzles that are based on their favourite topics. On occasion, however, her teaching does not always provide sufficient challenge to enable children to develop their skills further.
- Children of all ages demonstrate a deep love of stories. The childminder ensures that books are central to children's learning by planning activities around their favourite story characters. Children become absorbed in engaging story sessions.

They are transfixed by the amusing voices the childminder uses and are eager to join in, mimicking the actions of characters.

- Children develop a good understanding of healthy lifestyles. The childminder provides nutritious meals and snacks and carefully considers any allergies children may have. Children have plenty of access to fresh air and physical play opportunities in the large, secure garden. They have a good understanding of oral hygiene and the importance of brushing their teeth. The childminder supports their knowledge with age-appropriate resources and activities for them to explore and discuss as a group.
- The childminder understands the impact that children's emotional well-being has on their future development. She provides activities that support children to explore their emotions and create links between their feelings and behaviours. For example, children match cards with faces depicting different emotions. They discuss how the characters may be feeling and why.
- Relationships with parents are strong and respectful. Parents appreciate the close relationship children form with the childminder and comment on how children look forward to attending. They value the detailed communication they receive about children's time at the setting and how this keeps them involved in children's learning.
- Children take pride in their environment and welcome the responsibilities they have in maintaining it. They understand the need to tidy away after play and enjoy preparing their own snacks, with guidance from the childminder. This support for children's independence prepares them well for the next stage of their learning.

## 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:**

- consistently extend children's knowledge and skills by ensuring learning opportunities provide suitable challenge for all children who attend.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY222056                                                                          |
| <b>Local authority</b>                             | Hertfordshire                                                                     |
| <b>Inspection number</b>                           | 10363813                                                                          |
| <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> | 2 to 3                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 3                                                                                 |
| <b>Date of previous inspection</b>                 | 10 January 2019                                                                   |

## Information about this early years setting

The childminder registered in 2002 and lives in St Ippolyts, Hitchin. She operates all year round from 9am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder offers funded early education for children aged from nine months to four years.

## Information about this inspection

### Inspector

Antonia Campbell

### Inspection activities

- The inspector considered the views of parents by reviewing feedback questionnaires.
- The inspector looked at a sample of relevant documents.
- The inspector observed the interactions between the childminder and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with the childminder about the monitoring of learning and development in the setting and tracked the progress of children.

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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