

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 enjoy their time with this kind and caring childminder. They show confidence and a sense of belonging as they settle into their play. The childminder supports children to feel happy and ready to learn. She offers warm and responsive care, reassuring children when they feel unsettled or upset. Children behave well. The childminder sets clear and consistent expectations so that children know how to behave. For instance, they tidy away their toys when asked and work with the childminder to complete the task.

Children are developing independence. They show pride when they wash their hands in preparation for lunch. The childminder gives regular praise, which helps children to develop a positive attitude to learning. Children relax with the childminder as they enjoy favourite stories. They enjoy nurturing cuddles as they snuggle on the sofa and share a book. Children demonstrate that they feel safe and secure with the childminder.

The well-considered curriculum offers children a range of experiences that support their learning and development. The childminder knows children well and tailors her teaching to meet the individual needs of children. She supports them to build on the skills and knowledge they already have, such as extending the names of shapes and colours as they build with blocks.

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

- The childminder has implemented a curriculum that supports children to develop essential skills across the prime areas of learning. The extensive outings and real-life experiences support these and help children to broaden their knowledge about the wider world.
- Children access a range of enjoyable stories. They visit local woodland to bring stories to life, such as 'We're Going on a Bear Hunt'. Children engage deeply in stories read by the childminder. They respond to open-ended questions asked by the childminder, helping them to think about what is happening in the story.
- The childminder uses her excellent knowledge of children to adapt her teaching and support children's interests. Children explore their emerging ideas as they create enclosures for the toy animals from coloured blocks.
- Children show good imagination as they play. They 'change' the baby dolls and make 'toast' in the play toaster. The childminder helps them to change the nappies by showing them how to fasten one side, before encouraging them to fasten the other side by themselves. This supports their perseverance and development of a 'can-do' attitude.
- The childminder supports children to make progress with their speech and language. She recognises when children need some extra help. When speaking

to children, the childminder models clear and correct language. She narrates and provides commentary alongside their play, adding words such as 'over' and 'under' and naming items such as 'changing bag' and 'nappy'.

- Children enjoy listening to classic songs and rhymes. They engage in music with a range of instruments. The childminder talks about the different sounds, such as 'quiet' and 'loud'. Children add resources to their dance, such as coloured scarves. They show great enjoyment as they swirl the scarves above their heads and dance to the music.
- The childminder has developed positive partnerships with parents. She has a very open culture that invites communication and feedback about her provision. Parents feel informed about the time children spend with the childminder and the progress children make.
- Children learn about their local community, who lives and works there and how they contribute. The childminder arranges visits to the local farm, post office and fire station. Children visit the local cathedral to engage in exhibitions representing light and the Moon.
- The childminder is keen to develop her knowledge. She networks with other childminders to reflect on practice and share ideas. The childminder embraces feedback from parents and uses this to improve her provision.
- The childminder attends training through the local authority and other learning platforms. She recognises areas of development, as well as areas of interest that can support her teaching. However, the childminder does not link her own training with the assessment of children's progress. This means that training is not specifically targeted to support any gaps in children's 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:

- develop the use of training so that it links with assessment of children's progress, and further strengthens the curriculum, teaching and the progress children make.

Setting details

Unique reference number	EY254261
Local authority	Hertfordshire
Inspection number	10368360
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	18 March 2019

Information about this early years setting

The childminder registered in 2003 and lives in Bricket Wood, St Albans. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for eligible children.

Information about this inspection

Inspector

Clare Ford

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about the children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, and assessed the impact that this is having on the children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.

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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