

Childminder report

Inspection date: 11 December 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 settled and happy in the care of the childminder. They move around her home as they explore the many resources available to them. The childminder has a good understanding of each child's learning needs. She develops her curriculum around these and adapts her teaching so that it is relevant to each child. For example, she brings in a ball pool for toddlers to enjoy and talks to them about the colour and texture of the balls. Older children show they are developing an understanding of space and shape as they complete puzzles.

The childminder make sure children are safe in her home. This is especially important for children with special educational needs and/or disabilities (SEND). The childminder has made many reasonable adjustments and carries out regular safety checks. Children very much enjoy being outdoors. The spacious garden, set in a rural location, provides children with a safe space to be active and to enjoy the natural environment. Toddlers watch bubbles floating in the air, while older children enjoy the freedom of running and exploring. Children are learning to look after themselves. The childminder explains why they need to tidy up, such as to prevent tripping hazards. Children understand the importance of this and gladly help. Children's behaviour is good.

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

- The childminder finds out what early experiences children have had when they start at her setting. This helps her to identify what children need to learn next and to find ways to close any gaps in their learning. The childminder closely tracks the progress that children make, which supports their ongoing learning and development.
- Children with SEND are fully integrated into the childminder's practice. She has an excellent understanding of their needs and supports them to make consistent progress. The childminder works closely with parents and other professionals to ensure all children get the best possible support.
- The childminder has a calm and patient approach with children. This is evident, for instance, at mealtimes. She is aware that some children have difficulties with meals and are reluctant to try new foods. The childminder's sensitive approach to this results in children eating a wider variety of healthy foods.
- Parents speak positively about the childminder. They state that their children are very happy to attend her setting and develop a close bond with her. Parents say that their children are making good progress under the childminder's care.
- Children, who are able, engage well in conversations with visitors. They talk about their morning at nursery and recall outings in detail. Children display their strong vocabulary as they explain how they know what to do in an emergency, following a visit to a local fire station.

- The childminder is keen to listen to children and follow their ideas. When children are not yet able to vocalise their needs, she does this through observation. For example, the childminder changes activities in line with the way children's play is developing. At times, older children and toddlers choose to use the same resources. However, as some of the older children are not yet able to understand the needs of others, the younger children's needs sometimes get overlooked. Consequently, learning time is missed for these children.
- The childminder currently works between two premises. She carefully considers what the best learning environment is for the children. Younger children have space and calm throughout the day in her rural setting. Children who stay later, or attend after school, spend time at the other premises, where they can visit parks and have space for craft activities.
- The childminder understands the importance of continuous professional development. She precisely identifies what areas of her practice and teaching skills she wants to develop further. The childminder tailors her research and training to children's needs. This helps her to really understand, for example, how to support children with SEND.

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:

- ensure the needs of the younger children are always consistently met throughout the day.

Setting details

Unique reference number	EY276604
Local authority	Hertfordshire
Inspection number	10367342
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	5 February 2019

Information about this early years setting

The childminder registered in 2003 and lives in Hemel Hempstead. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder currently operates her practice from two premises.

Information about this inspection

Inspector
Jill Hardaker

Inspection activities

- The inspector and the childminder looked at the areas of one of the premises that the childminder uses and discussed how she plans her curriculum and operates her practice.
- The inspector observed the childminder joining in activities with the children and discussed the learning that was taking place with her.
- A sample of policies and procedures were looked at by the inspector. These included documents relating to the suitability of household members, safeguarding and complaints.
- The inspector discussed the needs of individual children with the childminder and talked with her about the progress they are making.
- The inspector took into account the views of parents and discussed the childminder's reflections of her practice with her.

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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