

Childminder report

Inspection date: 1 October 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 happy, settled and secure. The childminder gets to know children well and understands how they prefer to play and learn. She uses this knowledge to vary the routines and play opportunities. Children respond well to the rhythm of their day, fully enjoying the well-balanced opportunities to play calmly, explore or be active. Children respond to the positive environment and frequently set themselves challenges. For example, children persevere when trying to build a tower, remembering to use larger bricks at the base and celebrating when they succeed.

The childminder sensitively builds children's self-esteem. For instance, children help put together a photographic record of their time with the childminder. They enjoy reviewing this and noting how much progress they have made. Children mirror the childminder's calm, gentle approach in their interactions with each other. They play carefully and show a mature awareness as they resolve minor conflicts. With the childminder's support, children are learning to assess risks. For instance, when at the park, they know they can climb the slope to the lower slide but have assessed that the larger slide does not feel safe yet. Children enjoy activities that aid them in understanding healthy practices. For example, when using stickers depicting different fruit, they talk about the benefits of eating a varied diet.

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

- Children make good progress and are well prepared for the move to school. The childminder carefully monitors children's progress, taking action to ensure that no child falls behind in their learning. She uses her experience and her observations of children to help her understand how they are developing and to plan what they need to learn next. The childminder offers children an interesting variety of play opportunities that are linked to their interests and aid them in taking the next steps in their learning.
- The experienced childminder maintains her enthusiasm for her work and shows her obvious enjoyment of this. She conscientiously evaluates her practice and implements improvements. She reads relevant childcare literature and meets professionally with other childminders, helping her to develop her practice and keep up to date with changes.
- The childminder gently supports the development of children's language and communication skills. She narrates their play and they frequently copy this method. For example, when their tower falls down, children exclaim 'Timber! Oh my goodness, bricks are everywhere!'
- Children show their enjoyment of books and reading. They choose books to read independently and with the childminder. They listen intently, eagerly remembering story lines and joining in with repeated refrains. The childminder

skilfully links books to children's interests, adding to their enjoyment and extending their knowledge.

- The childminder's good planning means that children have opportunities to practise what they have been learning. For instance, children match shapes and remember how to count the sides of these to work out which is a triangle, square and pentagon.
- Children enjoy the regular use of local facilities, such as parks, walks and a playgroup, helping them to feel part of their community. Their participation in craft and cooking activities related to festivals and celebrations helps broaden children's awareness of diversity in the wider world.
- Children's interactions with the childminder are frequently of a very good quality. For example, she encourages their independence as they remember how to put the clothes on the dolls. However, on occasion, the childminder answers questions and solves problems for children, and does not extend their skills in thinking critically and creatively to the optimum.
- The childminder works well in partnership with parents. She shares information about children's activities, enabling parents to build on these at home. Additionally, she makes good use of information from parents to enhance her knowledge of children's needs and interests. Parents note the good progress that their children make and state they feel reassured that the childminder always prioritises their safety.

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:

- build on the opportunities that support children in exploring further and developing their skills in thinking critically and creatively.

Setting details

Unique reference number	EY288843
Local authority	Hertfordshire
Inspection number	10359848
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 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	13 December 2018

Information about this early years setting

The childminder registered in 2004 and lives in Watford. She operates all year round from 7am to 6pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Eyre

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure these are safe and suitable.
- The inspector observed activities indoors and outside and assessed the impact these have on children's learning. She talked with the childminder about how the early years provision is organised.
- The childminder and inspector reviewed an activity together.
- The inspector viewed relevant documentation, including the safeguarding procedures.
- The inspector talked with children at appropriate times throughout the inspection. She also looked at written comments from parents and considered their views.

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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