

Childminder report

Inspection date: 24 February 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

The childminder creates a calm and nurturing environment where children feel safe and secure. She prepares children well for the day's activities and provides an abundance of affection and reassurance. This supports children to settle well, particularly in new and unusual situations.

Children engage in a variety of well-planned learning opportunities that are based on their individual interests, learning needs and past experiences. For example, children recently went on a trip to the park, where they enjoyed making marks in the mud with sticks. The childminder transfers this experience back into her home, where children explore the marks and pictures they create using pens and glue sticks.

Children follow instructions well and are aware of rules in the setting. The childminder provides them with clear boundaries and has a consistent approach to supporting children to take turns and share. Children consistently display good manners. They thank one another and their childminder during play and mealtime routines. The childminder role models these behaviours well.

The childminder creates opportunities for children to discuss their interests and experiences throughout the day. For example, when exploring vehicle puzzles, children discuss their upcoming holiday abroad. They chat enthusiastically about playing on the beach, swimming in the sea and the sea creatures they may see. These opportunities enable children to become confident communicators.

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

- The childminder extends children's learning well during planned activities. She embraces children's observations and interests and develops their skills and knowledge further. For example, children enjoy a colouring activity. They discuss how the paper is in the shape of a car. The childminder encourages children to explore the shapes they will need to create wheels and windows.
- Children's safety is paramount. The childminder ensures her environment meets the needs of all children who attend. She provides age-appropriate equipment, both in the home and when on trips out. Furthermore, the childminder supports children to recognise potential hazards and identify ways to keep themselves and others safe.
- The childminder completes regular detailed assessments to monitor children's learning. This provides her with a precise understanding of children's strengths and areas for her to focus her teaching on. She shares her findings with parents along with ideas on how to further promote children's development at home. This provides a collaborative approach to children's learning that supports them

in making good progress.

- Children's interests are at the heart of the childminder's practice. They confidently explore their environment and help themselves from a wide selection of resources. The childminder uses children's choices as the focus of their learning. For example, she supports children's language skills well by exploring their favourite vehicle puzzles. However, on occasion, the childminder does not always provide activities and adapt her teaching to suit the different abilities of children present.
- Relationships with other professionals involved in children's learning are strong. This is particularly well demonstrated when supporting children with special educational needs and/or disabilities. The childminder liaises well with nursery staff, sharing their observations. Together, they develop consistent strategies that support children in making good progress from their starting points.
- The childminder evaluates the care she provides well to meet the changing needs of children. She considers feedback from other professionals and makes appropriate changes to her practice. For example, she has established a structured play session with colleagues that supports children's social development in preparation for their next stage of learning.
- Children enjoy delicious, nutritious, home-cooked meals that the childminder prepares daily. She considers children's preferences and dietary needs well. Mealtimes are safe and sociable occasions where children learn to feed themselves and follow basic table manners. This prepares children well for the routines at nursery.
- The childminder promotes children's early literacy skills well. Books are accessible for children to explore and central to all activities that the childminder provides. For example, when children express an interest in playing a fishing game, the childminder is swift to find it along with a selection of books centred around sea creatures.

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 all activities are well adapted to meet the precise needs of children and support them in making consistently outstanding progress in all areas of their learning.

Setting details

Unique reference number	EY289807
Local authority	Hertfordshire
Inspection number	10368558
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	26 March 2019

Information about this early years setting

The childminder registered in 2004 and lives in Hitchin. She operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for children aged from nine months to four years.

Information about this inspection

Inspector
Antonia Campbell

Inspection activities

- The inspector looked at relevant documents, including evidence of the suitability of all persons living at the premises.
- 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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