

Childminder report

Inspection date: 24 March 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 are very happy and content at this setting. The nurturing childminder creates a very dynamic and stimulating environment, both indoors and outdoors. She offers children meaningful opportunities to make their own choices of what they would like to do next to support their independence. For example, some children enjoy exploring interactive boards. They skilfully operate flaps and locks, concentrating intently. The childminder talks to them about what they are doing and guides them to persevere. This helps develop children's curiosity and problem-solving skills.

The childminder is very supportive and intuitive to children's needs. She attends to children's accidents with care and affection, while applying the correct first aid. Children form very warm relationships with the childminder. She has high expectations of children and is readily available to guide them and support them to become positive and independent learners. As a result, children behave very well and follow the setting's routines and boundaries with confidence. At snack time, children choose their favourite fruits. They name the banana, orange and kiwi before assisting the childminder with cutting them in smaller pieces. The childminder always offers children praise and affirmation. This helps them feel included and appreciated during their time at this setting.

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

- The childminder is experienced and has good knowledge and understanding of children's development. She takes the time to get to know the children and completes 'starting points' with the parents. The childminder carefully considers children's abilities and interests when planning meaningful activities. She completes progress assessments and plans the next steps in children's learning, which she shares with the parents.
- The childminder is an excellent role model for the children. She models language well and demonstrates activities effectively. She introduces new words, such as 'twirly pasta' and 'hard and soft'. At times, the childminder does not use all opportunities to help children repeat and learn the new words to extend their vocabulary.
- Children enjoy books and develop a passion for reading from very young age. As they listen mesmerised to their favourite story about a tiger who came to tea, children are eager to complete the missing words in the narratives. The childminder also prompts them to closely observe the characters and name them. This helps build on children's early reading skills.
- Children enjoy exploring various types of pasta. The childminder encourages them to notice the difference in size and shape. Children then use their hands or scoops to fill jugs with pasta to enhance their dexterity. The warm childminder

supports children to count and recognise numerals from one to three. This further develops children's mathematical skills.

- To support children's fine motor skills, the childminder provides a variety of tweezers for children to pick pasta up with. She clearly explains and demonstrates to children how to use them and helps younger children grasp this skill. Children persevere when challenges occur and feel truly accomplished when they succeed. This positively contributes to children's emotional resilience.
- The childminder continuously promotes children's independence. They put on their coat and shoes unaided before going out in the garden. Children are excited to use the cars and large tractor, being mindful to share and take turns with their peers. They also squeal with joy as they jump around to pop the bubbles. This helps build on children's gross motor skills and coordination.
- The childminder is very dedicated and committed to offering children the best start to their early education. She is reflective and completes regular training to keep her knowledge current. The childminder implements an effective system to share books with children and their parents to provide continuity of care and education. In addition, she organises trips and outings to local libraries, museums, farm and playgroups to enrich children's experiences and strengthen their social interactions.
- Partnerships with parents are robust. They appreciate the effective communication and the flexibility and support the childminder offers. Parents value the nutritious meal she provides and are grateful for how well their children progress in 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:

- review and adapt activities that extend children's communication and language skills.

Setting details

Unique reference number	EY295653
Local authority	Hertfordshire
Inspection number	10372480
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	11
Date of previous inspection	23 April 2019

Information about this early years setting

The childminder registered in 2004 and is located in St Albans. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder has an early years qualification at level 3. She provides funded early education for all eligible children.

Information about this inspection

Inspector
Anca Sandu

Inspection activities

- The childminder showed the inspector around the setting. They discussed how the curriculum is organised and what they want children to learn.
- The inspector observed the quality of teaching and education, and assessed the impact this has on children's learning.
- Parents provided written feedback and the inspector took account of their views.
- Children spoke with the inspector about the activities they were doing.
- The inspector held a meeting with the childminder. She looked at relevant documentation and reviewed evidence of suitability to work with 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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