

Childminder report

Inspection date: 9 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 remain deeply engaged in play throughout their time in this home-from-home environment. They confidently explore the wealth of exciting learning opportunities that the childminder carefully plans around their interests. For example, the childminder uses children's fascination with dinosaurs to support their curiosity and language skills. Children learn the names of their favourite dinosaurs and discuss their features and habitats.

Children are sociable and engage well with one another and adults. They enjoy group activities where they work cooperatively to achieve goals. For example, children sort dinosaur figures into corresponding coloured bowls. They pass the figures to one another and celebrate their achievements once the bowls are full. The childminder supports these behaviours well. Along with the childminder, children attend various group play sessions where they get to practise these social skills.

Children have a clear understanding of behaviour expectations in the setting. They tidy away toys before selecting new ones and follow instructions well. The childminder consistently supports these behaviours in age-appropriate ways. For example, children are excited to collect stickers for their reward charts and delight in the praise they receive from the childminder.

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

- Parents are complimentary about the childminder and the care she provides. They appreciate how the childminder works closely with families to support children's individual needs. Parents value the high-quality communication they receive via an electronic journal system. They acknowledge how this enables them to stay up to date with children's routines and progress.
- Activities are extremely well adapted to meet the specific learning needs of all children who attend. During a sorting activity, children who speak English as an additional language are encouraged to explore colours and shapes and identify single digit numbers. In the same activity, children who excel in their mathematical development use objects to solve number problems that the childminder sets. This supports all children to make good progress from their starting points.
- Children develop close bonds with one another and the childminder. They are kind and considerate and are always polite to one another. The childminder seizes every opportunity to foster these respectful relationships. She creates opportunities for children to reflect on their time at the setting and the friendships they have formed. For example, children cuddle up with the childminder to explore photos of past activities. They fondly recall children who

previously attended, their unique characters and the fun they had together.

- The childminder is committed to enhancing the care she provides for children. She continuously evaluates her practice, seeking feedback from parents and children to ensure her setting continues to meet the changing needs of families. For example, she has introduced an online communication system that supports parents to engage better in children's learning. The same strong evaluation is not always demonstrated when identifying precise opportunities to enhance her skills and knowledge.
- Children are well prepared for their next stage of learning. The childminder establishes routines that mirror those that children will experience at school. Children enjoy healthy meals sat around the table, where they explore manners and appropriate behaviour. The childminder encourages children to carry out age-appropriate tasks independently. For example, children confidently put their coats and shoes on and manage hygiene routines with minimal help.
- The childminder places sharp focus on supporting children's communication skills. She role models new language at every opportunity, demonstrating more complex vocabulary for children to practise. For example, when children observe how objects appear to look bigger, she introduces words such as 'magnify' and 'expand'. Throughout their time in the setting, children enjoy discussing their thoughts and ideas as a group. On occasion, the childminder is not swift to engage all children when these discussions are dominated by the most outgoing and confident children.

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:

- enhance methods of evaluation to identify training opportunities that further promote skills and knowledge
- seize every opportunity to fully engage all children in group discussions.

Setting details

Unique reference number	EY299968
Local authority	Hertfordshire
Inspection number	10355405
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	2 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	28 November 2018

Information about this early years setting

The childminder registered in 2005 and lives in St Albans. She operates all year round, from 8.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Antonia Campbell

Inspection activities

- The inspector considered the views of parents by reviewing feedback letters.
- 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 carried out 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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