

Childminder report

Inspection date: 17 June 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

The experienced childminder provides a warm and homely environment that supports children to feel happy and content. She has designed an ambitious and sequenced curriculum with a clear intent of what children need to learn. Children develop their language skills through back-and-forth conversations with the childminder. They look at books, children talk about the pictures they see, relating them to their own experiences. They talk about holiday trips they have been on, and the activities they enjoyed.

The childminder provides a wide range of interesting learning experiences to help children build on their knowledge. They enjoy learning about the lifecycle of insects. Children confidently recall previous learning as they look at pictures of when they nurtured eggs to butterflies and fed them oranges. The childminder listens intently as children talk, giving them a strong sense of belonging.

The childminder supports children to behave well. She promotes sharing and turn taking as children play, helping them to play alongside each other. This helps children to form positive relationships with their peers. Children are highly responsive to the childminder as they eagerly help with tasks such as tidying up toys. They are familiar with routines of the day, which help them to feel safe and secure.

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

- The childminder takes time to understand the needs of children and provides a good range of resources and activities that are based around children's interest. For example, children delight in making train tracks and exploring the cause and effect of pushing cars down cardboard tubes. Sometimes, the childminder does not always adapt her teaching to support the learning needs of older children to ensure they are consistently challenged in their learning.
- The childminder skilfully weaves mathematics into children's play and learning. She consistently uses opportunities to count with children and talks about size and shapes. For example, as children chop up banana, the childminder asks the children if they can chop it in half, and they count the pieces they have chopped. This helps children to gain a good understanding of mathematics to prepare them for the next stage of their education.
- The childminder forms positive partnerships with parents. An effective two-way flow of communication allows her to share children's progress and next steps with parents. The childminder has created bespoke 'busy packs' for children, which include activities and resources for children to use, fully supporting parents to continue their children's learning at home.
- Children enjoy healthy snacks and meals throughout the day. The childminder

encourages children to wash their hands and attend to their personal care. She talks to them about the importance of drinking water on hot days. This helps children to develop an awareness of good health and hygiene and become more independent.

- Children experience a range of activities to help build on their physical development. They enjoy riding tricycles and cars in the garden, supporting their gross motor skills. They refine their fine motor skills, using chalk boards and magnet boards, helping to prepare children to develop their early writing skills.
- Children benefit from a range of enriched experiences to help build on their understanding of the wider world around them. They enjoy regular trips to playgroups, supporting their social skills. Exciting trips on the bus link to children's interest in vehicles and help them understand how to use public transport.
- The childminder collaborates with a variety of professionals to share information on children's development, particularly when transitioning to new settings. She has formed a good network with other childminders, where they share good practice and resources between each other to enrich children's learning experiences.
- The childminder is committed to continuing her professional development to maintain a high level of care. She undertakes bespoke training to meet the needs of children, for example, a recent course in speech and language has enabled her to fully support children that require additional support. This helps the childminder to support children to have positive outcomes and make good progress in their learning and development.

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:

- strengthen teaching strategies so that older children benefit from consistent challenge that extends their learning further.

Setting details

Unique reference number	EY316166
Local authority	Hertfordshire
Inspection number	10339232
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 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	5 July 2018

Information about this early years setting

The childminder registered in 2005 and lives in Hertford. She operates Monday to Thursday from 7.30am to 5.30pm, all year round, apart from personal holidays. The childminder holds an appropriate qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emily Woodhead

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors. She discussed children's progress with the childminder.
- The childminder and inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of the childminder's suitability, training record and safeguarding documents.
- The inspector took account of written feedback provided by parents.

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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