

Childminder report

Inspection date: 30 September 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 very happy at this setting, and they thrive. They separate well from their parents and enjoy cuddles with the childminder. The childminder creates a very warm and nurturing environment, and children become deeply engrossed in their chosen activities. For example, children work together as a team to explore building blocks and create tall towers. They carefully observe and name the colours of the blocks and count them as they build. Children laugh and giggle when the tower falls down but are eager to start again and make it taller. This helps support their mathematical skills and emotional resilience.

The childminder is very supportive and intuitive of children's needs. She has high expectations of them, as she wants to maximise their potential. Children follow the setting's routines and boundaries with ease. They are confident to explore their learning environment, making informed decisions about what they would like to access next. Children behave well and display high levels of respect and consideration towards the childminder and their peers. For example, they wait patiently for their turn, share resources well and help younger children join in with their games. The childminder recognises children's achievements and praises them for their efforts, to boost their self-esteem. This helps children feel valued and involved 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 very warm and nurturing. She ensures her setting is diverse and inclusive. She has a very strong understanding of children's needs and interests, and she carefully considers these when planning meaningful activities. The childminder follows monthly themes to enrich children's learning and experiences. She also supports children who require additional support. However, on occasion, planning is not effective enough to ensure enough challenge is provided to extend children's learning.
- The childminder provides meaningful activities for children to explore sensory activities and develop their fine motor skills. She encourages children to explore colours using their fingers and hands to move them around and mix them to create different patterns. Children are fascinated to observe the end result, proudly showing their creations. This also supports their creativity and imagination.
- The childminder promotes children's passion for books. They are eager to choose their favourite stories and listen with intent as the childminder reads to them softly. Children become immersed in the narratives of their favourite story about going on a bear hunt, completing the missing words and making predictions. Furthermore, children learn about feelings and emotions when the childminder prompts them to closely observe the characters from a book about a

bunny. This supports children's early reading skills and emotional development.

- Children enjoy games with the childminder. They understand the rules and follow them correctly. For example, children enjoy rolling large dice, counting the dots and then picking 'dirty socks' from a basket to place them in an empty basket. The childminder encourages them to associate a number with a quantity and recognise numerals. Children concentrate very well and take an active role in this game. At the end, they laugh out loud as they go around the room picking up the socks scattered by the childminder to dry. This further develops children's numeracy skills and supports their problem-solving and critical-thinking skills.
- To help children build on their fine motor skills and hand-eye coordination, the childminder provides exciting opportunities for children to explore arts and crafts activities. They stick various shapes on a template while recognising their names and discussing their features. Children also use mark-making tools to make marks and small resources to create beautiful patterns. The childminder continuously prompts them in conversations about what they are doing to support their communication and language skills.
- The childminder is very reflective. She has an ambitious vision for her setting and is committed to upskilling and delivering high-quality care and education. She closely monitors children's progress and identifies accurate next steps in children's learning that she shares with parents. The childminder also motivates and inspires any assistants she works with to embrace her ethos and values. The childminder has formed effective relationships with other childminders with whom she shares ideas and experiences.
- Partnerships with parents are strong. They comment on the warm and affectionate nature of the childminder while praising the stimulating environment. They feel included in their children's learning and value the progress they made 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 planning to ensure activities consistently provide enough challenge to help children make rapid progress.

Setting details

Unique reference number	EY341538
Local authority	Hertfordshire
Inspection number	10354814
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 3
Total number of places	6
Number of children on roll	8
Date of previous inspection	7 November 2018

Information about this early years setting

The childminder registered in 2006. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder sometimes works with an assistant. The childminder provided funded early years education for all eligible children.

Information about this inspection

Inspector
Anca Sandu

Inspection activities

- The childminder showed the inspector around the provision. 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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