

Childminder report

Inspection date: 13 May 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 childminder knows the children she cares for well. She makes appropriate adaptations to her planning as she recognises the changes in children's home lives. For example, she provides baby dolls and pushchairs to support children who have recently had new siblings. She provides children with warm interactions, responding to them kindly, such as when they want to sit and cuddle up with her to read a story. These interactions help children to feel safe and secure in the childminder's care.

The childminder's interactions with children are purposeful and relevant discussions take place between the childminder and children. She builds on new concepts, presenting information clearly so that children can gain a deeper understanding of what is happening. For example, they stop to watch workers cutting trees on the walk back from the local park. The childminder explains what the workers are doing and responds to children's questions. Children watch inquisitively for some time. These positive interactions build on children's focus and concentration.

Children behave well and learn to respect the resources they use with gentle support and encouragement from the childminder. She reminds them to move toys out of the way so that they do not hurt themselves. Children develop an understanding of why the rules are in place. They are respectful and learn to keep themselves safe.

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

- The childminder encourages children to recall information as she checks their knowledge and understanding. This helps her to identify accurate next steps for them in their development. For instance, she asks them to recall the different food the caterpillar eats in the story they read together. This helps children to consolidate what they have learned.
- The childminder speaks clearly to children and this helps them to develop their articulation of words. She recognises when they struggle with particular sounds and sympathetically repeats words back to them so that they can hear the sounds properly. This helps children to build their confidence in speaking and they persevere, becoming confident communicators.
- Children enjoy learning about the world around them. They explore outdoors, digging in the mud with their favourite toy diggers. The childminder responds to their emerging interests instinctively. For example, she speaks to children about the trees, talking about why parts of the tree have died. The childminder encourages the children to think about why this may be, giving them time to consider their response. She then clarifies the information to help them to gain an accurate understanding of what they are discussing.

- Parents speak about the range of activities the childminder takes the children to and how these benefit their children. They recognise the progress their children make in the childminder's care. The childminder liaises regularly with parents about what their children are doing at home and discusses their changing interests. This helps her to provide appropriate activities and resources that will interest the children.
- The childminder undertakes regular training to develop her knowledge. She keeps up to date with changes within the early years sector. She seeks out training that interests her and is relevant to the children she cares for. The childminder reflects on the provision she offers, identifying appropriate areas where she can develop her service further.
- Children develop their physical skills with the childminder's close support and monitoring. They strengthen their large muscles as they explore different ways to climb and move around large equipment in the park. The childminder provides opportunities for children to strengthen the muscles in their hands. For instance, children mould and shape dough and they practise doing their shoes up independently.
- The childminder holds discussions with staff at settings that older children attend as part of her daily handover. She is beginning to liaise with professionals at other settings that early years children attend alongside her care. However, this is not fully embedded to complement children's learning or to help her extend their learning gained from other settings they attend.

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:

- continue to develop relationships with professionals at other settings children attend to build on their prior learning and help them to make even more rapid progress.

Setting details

Unique reference number	EY342181
Local authority	Hertfordshire
Inspection number	10335071
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	3 to 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	4 June 2018

Information about this early years setting

The childminder registered in 2006 and lives in Garston near Watford, in Hertfordshire. She works term time only, Monday to Thursday from 7.30am until 6pm.

Information about this inspection

Inspector

Jenny Hardy

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children and considered the impact of these interactions on children's learning and development.
- The inspector reviewed written feedback from parents and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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