

Childminder report

Inspection date: 21 March 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 and her assistants provide a calm and welcoming environment for children to learn in. Resources are carefully arranged to help children to access their favourite toys independently. Children form meaningful bonds with the childminder and her assistants. They happily turn to any of the adults who work with them for cuddles and reassurance when needed.

Children develop a love of books and reading through adult's purposeful interactions with them. The childminder builds a sense of anticipation as she shares stories with children. Older children excitedly finish familiar phrases in their favourite stories and begin to anticipate what will happen next. Assistants re-visit the stories later in the day with children to help strengthen their learning even further. Parents comment that their children transfer this love of stories to their experiences at home. For instance, they go and find their favourite book at bedtime for their parents to read with them.

The childminder recognises the value of children learning about other cultures and the wider community. She ensures that the activities to support this are relevant to the children who attend. For instance, she reads stories and plans cooking activities to help children learn about the Jewish faith. This helps children to recognise and respect other people's differences.

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

- Children demonstrate good levels of concentration and engagement. The childminder uses her knowledge of the children to plan interesting activities which children of all ages enjoy exploring. The childminder and her assistants all interact positively with the children, engaging them in appropriate discussion about what they are doing. They use simple language with the youngest children to develop their emerging vocabulary. They engage older children in more challenging discussions, encouraging them to share their thoughts and ideas.
- Parents are happy with the care the childminder and her assistants provide. They feel well informed about their children's progress. The childminder speaks to them about how they can support their children's learning at home. A strong daily handover process ensures that the childminder is aware of anything that may affect the children while they are in her care.
- The childminder's assistants feel valued and well supported in their roles. The childminder holds regular discussions with them and provides them with training opportunities to further develop their knowledge and skills. They all work well as a team, discussing children's progress, which helps to provide consistent support to the children who attend.
- Children generally behave well and know the childminder's expectations of them.

They are helpful and like to participate in tasks such as tidying up after messy activities. During lunchtime however, the childminder and her assistants are busy completing routine tasks. This leads to some occasional disruption at the table due to less meaningful adult engagement with children at this time.

- Children enjoy learning and exploring indoors and outdoors. The childminder encourages children to develop their self-help skills when getting ready to play outdoors and returning indoors. However, the structure of the day sometimes means that transitions between key periods take a long time. This has an impact on the amount of time that children have to engage in meaningful learning opportunities and experiences.
- The childminder's assistants help children to use their imaginations as they play. They suggest to younger children how to use different items and provide them with opportunities to explore their ideas with effective support. The assistants extend this further, helping children to make connections between their experiences. For instance, they sing a song about buses as they play in the imaginary bus they have created together.
- The childminder values children's thoughts and respects their right to have a choice. Young children begin to recognise when they need to sleep and the childminder provides them with a choice as to whether they join in activities or go for some quiet time. This supports children to lead their own routine and respond to their own needs independently.

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 adult engagement with children during mealtimes to help them make the most of their experiences at these times
- review the transitions throughout the day to minimise disruption to children's learning.

Setting details

Unique reference number	EY344368
Local authority	Hertfordshire
Inspection number	10316846
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	0 to 10
Total number of places	18
Number of children on roll	20
Date of previous inspection	21 May 2018

Information about this early years setting

The childminder registered in 2007 and lives in St Albans. She operates her provision all year round, from 7.30am to 6pm from Monday to Thursday, except for bank holidays and family holidays. She holds a relevant early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children. She works with assistants.

Information about this inspection

Inspector
Jenny Hardy

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the childminder and her assistants interacting with children. She considered the impact of these interactions on children's learning and development.
- The inspector spoke to parents and reviewed written feedback. She took their views into consideration.
- The inspector spoke to the childminder, her assistants, and children at appropriate times throughout the inspection.

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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