

Childminder report

Inspection date: 8 February 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 excited to arrive at the childminder's home and rush to join their friends at play. They confidently explore the environment because the childminder has children's interests at the heart of her practice. She plans activities and provides resources that children enjoy. For example, the childminder uses magnets and metal tins to encourage children to identify colours and letters.

The childminder supports children to develop appropriate social skills. Together, they attend various groups where children learn to cooperate and take turns during activities. The childminder encourages children to consider the impact their behaviour has on others. They discuss how sharing the dolls and pushchairs fairly means both they and their friends will be happy. Children are consistently observed being kind and considerate towards others and demonstrate good manners.

The childminder provides opportunities for children to take on age-appropriate responsibilities. She creates fun games and competitions out of daily tasks, such as tidying away toys. Children have a good understanding of the rules of the setting, why they are in place and are observed following them well.

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

- Children demonstrate high levels of confidence, particularly in new situations. They greet visitors enthusiastically and chat to them about the games and activities they enjoy at their childminder's house. The childminder offers consistent praise and encouragement to children during activities. This develops their self-esteem and supports them in developing a positive and confident attitude to their learning.
- The childminder promotes children's communication and language development well. She engages well with children during their chosen activities, taking every opportunity to role model new vocabulary. For example, children explore the sounds they create with musical instruments. The childminder encourages them to 'shake' and 'jingle' the bells.
- Children form close relationships with one another and their childminder. Babies cuddle up to the childminder when they are tired and ready for their naps. All children are reassured and delight in the praise they receive from the childminder. They recognise the positive impact it has on their well-being and in turn show the same respect and support to others. For example, older children encourage their younger friends to identify letters and objects that begin with the same sounds. They cheer and applaud them when they are correct.
- Parents are complimentary about the childminder and the flexible care she provides. They value the high-quality communication they receive about children's progress and their daily routines. Parents comment on how their

children enjoy attending and appreciate the wide variety of activities the childminder provides.

- The childminder monitors children's progress closely. She has devised highly effective methods of planning and assessment that enables her to identify when there may be gaps in children's learning. The childminder works closely with parents and other professionals to support children's development and well-being. As a result, children make good progress from their starting points.
- Children's safety and well-being is securely embedded in the childminder's practice. She demonstrates a deep understanding of safeguarding concerns and identifies when children may be at risk of harm. Furthermore, the childminder confidently discusses the correct referral process to follow when raising her concerns to the relevant authorities. She completes regular risk assessments of her home and ensures all equipment meets the specific needs of the children in her care.
- Children are learning to become independent. They take off coats and shoes on arrival and know where to place them safely. Babies and young children have a good understanding of essential hygiene routines. They enthusiastically collect their nappies and mats and take them to their childminder when they need their nappies changing. However, practices at mealtimes do not consistently support children to develop appropriate routines. Although children sit safely in highchairs to eat, they are preoccupied with toys. This can distract them from their meals and engaging in meaningful conversations with their childminder.

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 current mealtime routines ensuring they consistently support children's learning and development.

Setting details

Unique reference number	EY346629
Local authority	Hertfordshire
Inspection number	10312032
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	18 April 2018

Information about this early years setting

The childminder registered in 2007 and lives in Watford, Hertfordshire. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Antonia Campbell

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 provider and has taken that into account in their evaluation of the provider.
- 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 completed 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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