

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

Children settle well and have warm relationships with the childminder. They reflect her positive approach and are confident to try new experiences, showing a determination to complete tasks. They are supported well by the childminder, who competently adapts activities to offer challenge to each child. For example, older children persevere as they use tweezers to select craft items. Younger children practise using larger tweezers to pick up their favourite toy bears before moving on to pick up pom-poms for their pictures. Children respond to the childminder's calm approach and her high expectations regarding behaviour. With her sensitive support, young children are starting to understand and manage their emotions. They show kindness to one another. For example, older children pass younger ones their favourite toys.

Well-planned activities support children in understanding healthy practices. For instance, children examine dairy products, learning that these help build strong teeth and bones. Good daily practice promotes children's safety and supports them in understanding this. For example, children understand why they have a procedure to get in and out of the car safely. Children enjoy many activities that support them in developing their physical skills. For instance, they use sticks to pick up circular shapes, helping to develop their smaller muscles and hand-eye coordination.

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

- The childminder remains enthusiastic about her work and is ambitious regarding the quality of care she aims to offer. She completes further training, incorporating any new knowledge into her daily practice to aid her in continuing to build her teaching skills. The childminder continuously reviews her work and ensures that activities and resources closely reflect children's needs and interests.
- The childminder assesses children as they play, using her own knowledge and experience and relevant written guidance to support this. She understands what children are learning and the next logical step she can support them in taking. She offers them interesting activities that aid them in making good progress. The childminder continuously monitors children's progress, quickly noting any weaker areas in their learning and taking swift action to address these.
- The childminder confidently adapts activities and responds to children's play and requests. For example, children develop their creativity as they select craft resources to make collages. When they dip their hands in the paint, the childminder offers them plain paper and they eagerly make handprints, discussing the colours of these and the different patterns they have made.
- The childminder makes good use of children's interests to help capture their attention and to build on their knowledge and skills. For instance, children

interested in space experiment as they make rockets. They work out how to attach straws to their models and blow into these to make the rockets fly.

- The childminder is aware of the importance of promoting children's language and communication skills and makes good use of opportunities to do this. For example, when young children use cushions and covers to make beds outside, the childminder encourages them to say what they can see while they are lying down. They eagerly name clouds, birds and trees, going on to learn how to pronounce 'aeroplane' correctly.
- Children are gaining a good awareness of diversity. For example, they talk about the similarities and differences in their home lives. They learn words in other languages, using these as part of their daily routines.
- Parents praise the childminder, stating that she is genuinely interested in the children and promotes their individual development. They report that the childminder is 'clear and considerate' in her communication and keeps them well informed about what their children have been doing each day. However, the childminder does not consistently support parents to extend their children's learning at home.
- Children enjoy listening to stories and have firm favourites. They visit the library regularly, where they sing rhymes together and can see a wider variety of books. However, they do not always have easy access to books to choose from in their daily play.

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:

- build on children's enjoyment of books, for example, by improving their access to these so that they can make further independent choices
- extend the support offered to parents to aid them in building on their children's learning at home.

Setting details

Unique reference number	EY364906
Local authority	Hertfordshire
Inspection number	10344372
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	17 September 2018

Information about this early years setting

The childminder registered in 2007 and lives in Rickmansworth. She operates all year round from 7am to 6pm on Monday, Tuesday, Thursday and Friday, except for bank holidays and family holidays. The childminder provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Eyre

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 this provider.
- The inspector observed activities indoors and outside and assessed the impact these have on children's learning. The childminder spoke to the inspector about their intentions for children's learning.
- The childminder and inspector reviewed an activity together.
- The inspector viewed relevant documentation, including the safeguarding procedures.
- The inspector talked with children at appropriate times throughout the inspection and considered their views. She also viewed written feedback from 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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