

Childminder report

Inspection date: 13 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 provides nurturing care to children. She fully understands their individual needs and provides responsive and loving care. Children enjoy warm cuddles. This helps them to feel safe and secure. Children's emotional needs are met due to the secure attachments they form with the childminder. As a result, they show high levels of happiness and engagement throughout the day.

The childminder has developed a clear curriculum that supports children to make progress in the areas of learning. Children access a range of interesting and enjoyable activities that support their learning journey. For example, children develop their gross motor skills as they kick and throw balls in the garden. Planned learning experiences meet the varied interests of the children who attend. Children constantly build on their knowledge and skills through the carefully considered activities such as growing plants and learning letter sounds.

Children behave well. The childminder has clear expectations about children's behaviour. She models these at all times. Children are developing an understanding of right and wrong and show respect for their friends and the childminder. Children receive lots of praise from the childminder especially when showing kindness and help for others. This helps them to value the expected behaviours and develop a sense of empathy towards others.

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

- The childminder uses her secure knowledge of child development, and how children learn to provide a clear and ambitious curriculum. Children enjoy a range of interesting and enjoyable activities that support their developing interest and help them to broaden knowledge and skills across the seven areas of learning. They are making good progress.
- The childminder uses communication very well. She takes every opportunity to describe, narrate and introduce new words to children. Outside children hear a variety of words to describe the windy weather. For example, when the windmills spin, the childminder uses words, such as 'spinning', and counts the number of bubbles. The childminder engages in wonderful back and forth conversation with children, promoting and extending their use of language.
- Children are becoming independent in managing their needs. They attempt to put on their shoes and successfully feed themselves lunch. Children explore their interests and fascinations with curiosity and wonder. For example, when bubbles blow away in the wind, they quickly learn how to blow the bubbles by themselves.
- Children are learning how to manage their own risks. The childminder skilfully supports children to manage risks whilst maintaining their safety such as when

climbing the steps to the slide. The childminder reminds children to 'keep on trying' when they face difficulty coordinating the steps. This helps children to develop resilience and perseverance.

- The childminder provides a range of experiences that help children develop an understanding of the wider community. Children enjoy trips to the local park, library, fire station, and museum. They are developing an awareness of people who help in the community such as the police and shopkeepers.
- Children say that they feel safe with the childminder. They feel confident to share any concerns with her and share how they are feeling. The childminder has an extensive knowledge of safeguarding and child protection. She is aware of how to report concerns about children and how to manage an allegation about herself.
- The childminder ensures that she remains up to date with her knowledge and skills. She attends regular training and has taken part in an early years professional development programme. The childminder regularly reviews her provision and seeks new and improved ways of supporting the children in her care.
- Children with special educational needs and/or disabilities are supported well. The childminder works closely with parents, professionals, and other providers to understand the needs of the children who attend. Children are supported in the best way to make the progress of which they are capable.
- Parents speak with fondness about how kind and caring the childminder is. They comment that the communication is very clear and consistent and their children are making good progress. The childminder has not fully developed information sharing with parents about what children have been learning and ideas of activities they could do at home.

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:

- develop the use of assessment and how this is shared with parents to build on children's learning beyond the setting, strengthening the already effective partnership working.

Setting details

Unique reference number	EY365602
Local authority	Hertfordshire
Inspection number	10316806
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 11
Total number of places	12
Number of children on roll	14
Date of previous inspection	3 May 2018

Information about this early years setting

The childminder registered in 2007. She operates all year round from 7am to 7pm from Monday to Friday, except for family holidays. The childminder works with an assistant at various times during the week.

Information about this inspection

Inspector

Clare Ford

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 provision.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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.
- Parents shared their views of the setting and the inspector took account of their views.

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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