

Childminder report

Inspection date:

26 November 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 happy and settled and enjoy their time in the nurturing environment created by the childminder. She takes care to understand each child, enabling her to offer them well-tailored support and encouragement. The childminder shares her enthusiasm and high standards with the children and they respond positively to this, happily trying new experiences. For example, children enjoy rolling a dice and counting the dots. They relish the challenge of counting out the corresponding number of sticks to add to their coloured dough.

Children follow the childminder's good example and are kind and caring towards each other. For instance, children frequently show one another how to use the toys, such as stacking coloured rings in the correct order. With the childminder's sensitive support, children are learning to share and to resolve minor disputes. The childminder assesses all areas, helping her to promote children's safety. Her ongoing explanations aid children in understanding how to keep themselves safe. For example, when they see mushrooms illustrated in a book, children remember that they must not pick these as they could be dangerous. Daily play opportunities, such as threading pipe cleaners through a colander and using play equipment in the garden, help children develop control and coordination.

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

- The childminder maintains a genuine enthusiasm for her work and is committed to reviewing this and making improvements. She completes further training and reads childcare literature, helping her to develop her practice and ensure that she is up to date with changes.
- Children make good progress and are well prepared for the move to nursery or school. The childminder conscientiously tracks their progress, offering support wherever needed so that no child falls behind in their learning. The childminder makes good use of her experience and written guidance to support her in understanding each child's development. She carefully plans activities that support children in taking the next logical developmental steps.
- The childminder recognises the importance of children developing good language and communication skills. She incorporates opportunities to promote these throughout children's play. For example, when singing a favourite song, she pauses to encourage children to say the missing words. They smile and laugh as they fill these in, eagerly remembering 'window, door' and 'ceiling'.
- The childminder encourages children's love of books. They become engrossed when she reads to them, eagerly describing the illustrations and remembering the story. The childminder skilfully links children's daily experiences to books. For instance, when children talk about having tea and cakes, the childminder reads a related book and the children set out a tea party and act out the story.

- With the childminder's gentle encouragement, children learn to keep trying when they come up against challenges. For example, when children find it hard to roll coloured dough into a ball, the childminder helps them to work out how to break this into smaller pieces. Children then persevere and are pleased when they succeed.
- The regular use of local facilities, such as parks, walks and a nearby farm, aid children in understanding their community and feeling part of this. Books and specific activities help to build children's awareness of diversity and the wider world. For example, they note the seasons changing, looking at what grows and the festivals and celebrations associated with each season.
- Children enjoy making choices about their play and the childminder usually allows them time to explore their chosen activities and resources. For example, children choose to play with a toy farm and enjoy making the animal sounds. However, on occasion, the childminder moves children on quickly to another activity and they do not have sufficient time to fully explore their thoughts and ideas.
- Parents speak highly of the childminder. They particularly note the wide variety of activities she offers children. The childminder communicates well with parents. She provides detailed information about what children have been doing, enabling parents to build on this 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:

- extend the opportunities that enable children to fully explore their play and follow up their thoughts and ideas.

Setting details

Unique reference number	EY366191
Local authority	Hertfordshire
Inspection number	10367661
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	18 February 2019

Information about this early years setting

The childminder registered in 2008 and lives in St Albans. She operates all year round, from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides government funded early years education for all eligible children.

Information about this inspection

Inspector

Kelly Eyre

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure these are safe and suitable.
- The inspector observed activities and assessed the impact these have on children's learning. She talked with the childminder about how the early years provision is organised.
- The childminder and inspector discussed and reviewed activities.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector talked with children at appropriate times throughout the inspection. She also reviewed written feedback from parents and considered 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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