

Childminder report

Inspection date: 25 July 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 in this warm and welcoming setting. The childminder creates a supportive and engaging environment for children, ensuring smooth separations from parents as children arrive. She gathers important information from parents and carers to ensure she can meet the needs and well-being of children.

The childminder demonstrates her experience and knowledge of the children through the range of activities she has thoughtfully planned. Her curriculum is sequenced and is meaningful to all ages of children. For example, children learn about emotions and the feelings of others using pictures and activities that encourage them to share and listen. Older children learn about more complex emotions such as being scared or embarrassed. They use their imaginations to create a ship from a large box and enjoy going on adventures in the sea.

Children have a sense of belonging. They know what is expected of them and are familiar with routines. They find their names on arrival and talk about the days of the week and the weather. Children listen to instructions well and show respect to their environment as they work together to tidy up toys. Consequently, children are extremely well behaved and play well together, helping to form positive relationships with their peers.

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

- The childminder supports children to build on their communication and language. She plays alongside children so that she can interact with them and promote conversations. The childminder introduces new words, such as 'sting ray,' as children learn about animals in the sea, and uses books to help build on their knowledge. For example, children learn that penguins are birds, but they cannot fly. This helps children to use rich and complex language for their age and stage of development.
- The childminder values the importance of introducing children to various experiences within the local community. Children enjoy going to the local park and visiting farms where they learn about animals. Play groups and library sessions offer opportunity for children to interact with a wide range of people in the community, including older adults. These experiences help children appreciate the diversity of the world around them.
- The childminder provides a range of activities to support children's specific development goals. For example, children build on their mark-making skills as they make marks in seaside themed dough with tools. The childminder tailors her teaching to different ages of children. However, sometimes the childminder does not ask questions to older children to promote problem solving and critical

thinking.

- There is a positive focus on healthy eating and the childminder uses snack time to provide a wealth of learning opportunities for children. They follow effective hygiene practices, washing their hands before eating, and showcase their independence as they prepare their own fruit. Children peel oranges, remove stones from cherries and chop up apple. They talk about how to grow more apples by planting the seeds, fully supporting their understanding of where food comes from.
- The childminder provides a range of learning opportunities to support children to build on their mathematical skills. Children enjoy playing a fishing game, where they identify numbers on the fish. The childminder extends children's learning further as they add the fish together, using their fingers to count. This helps children to be prepared for the next stage of their education.
- Parents speak highly of the childminder, praising her significant role in supporting children through key milestones and their transition to school. The childminder shares information with parents about what children have learned, using pictures and daily handovers. However, not enough is done to support parents to extend their children's ongoing learning at home.
- The childminder keeps her knowledge up to date and enhances her practice with regular training. This allows her to continually reflect and improve on her setting to support children to have positive outcomes. She collaborates closely with other settings and childminders, sharing information to provide a holistic approach to children's learning and development.

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 the style of questions used to help children build on their critical thinking and problem-solving skills
- build on opportunities to support parents to continue their children's learning at home.

Setting details

Unique reference number	EY368166
Local authority	Hertfordshire
Inspection number	10354928
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	11
Date of previous inspection	12 November 2018

Information about this early years setting

The childminder registered in 2008 and lives in Stevenage. She operates from 7am until 5pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for three-year-old children.

Information about this inspection

Inspector

Emily Woodhead

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The childminder joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors. She discussed children's progress with the childminder.
- The childminder and inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of the childminder's suitability, training record and safeguarding documents.
- The inspector took account of written feedback provided by 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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