

Childminder report

Inspection date: 16 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

The childminder provides a warm and welcoming environment, where children settle quickly and enjoy attending. Her friendly and warm approach helps children to form meaningful bonds with her. Children readily turn to her for cuddles and enjoy involving her in their play. The childminder encourages children to try new things and explore during their time with her. She uses gentle praise and encouragement to motivate children to persevere. They follow her clear instructions well and this helps them to succeed in the tasks they complete.

The childminder supports children to learn about different festivals and cultures. Parents enthusiastically contribute their knowledge and experience to this learning. They provide photographs of children celebrating festivals that are important to them, so that the childminder can discuss this with all of the children together. As a result, children develop a strong understanding and appreciation of the wider community around them.

The childminder recognises the importance of children becoming confident in new situations. For instance, she takes them to toddler groups and different parks so that they can begin to experience new environments, knowing that the childminder is close by for support if they need it. This helps to prepare children for when they move on from the childminder's care to school.

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

- The childminder is very reflective about the provision she offers and has a clear vision for her setting. Her curriculum supports children's individual needs and focuses on what they need to learn next. The childminder uses her strong knowledge of child development to inform her planning, so that activities build on children's previous skills and learning. As a result, all children progress well.
- The childminder welcomes feedback and suggestions from parents. She adapts her provision in response to this, building further on the effective communication and strong professional relationships she has with them. Parents value the work that the childminder does. They feel well informed about their children's progress. The childminder uses a range of methods to communicate with parents and tailors this to suit the needs of each family.
- The childminder's curriculum has a strong focus on children's communication and language development. She provides children with a narrative to their play, speaking clearly so that children can hear how words sound. Children accurately recall new information when requested. For example, the childminder teaches children about the number to call if there is an emergency. Children remember this and confidently use this in their play. However, the childminder provides limited opportunities for children to share their own thoughts and ideas to help

them develop their language and communication skills even further.

- The childminder is vigilant to ensure that children learn about the importance of following good hygiene routines. For example, she checks in with children to ensure that they wash their hands after using the bathroom. However, she does not consistently support children to understand the importance and relevance of the rules she asks them to follow. This limits children's ability to recognise how the rules affect them and why they are in place.
- The childminder gathers a range of relevant information from parents before children start. This helps her to identify their initial starting points accurately. She closely monitors children's progress, and this helps her to swiftly identify any gaps in their development. The childminder completes focused training and professional development to ensure that she is providing the best possible support to close any gaps in children's learning.
- The childminder creates a positive atmosphere and deals with any minor disagreements calmly. She talks to children about how their actions make their friends feel in a way that is appropriate to their age and stage of development. The childminder reminds children to share the toys, encouraging them to let others have a turn with what they are using. Children respond positively to this as they wait patiently for their turn and share the toys with others respectfully.

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 opportunities for children to share their thoughts and ideas to further strengthen their communication skills
- consistently support children to understand why the rules are in place and how these affect them.

Setting details

Unique reference number	EY368303
Local authority	Hertfordshire
Inspection number	10305386
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	2 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	20 February 2018

Information about this early years setting

The childminder registered in 2008 and lives in Borehamwood, Hertfordshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector

Jenny Hardy

Inspection activities

- This was the first routine inspection the provider 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 childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The inspector observed the interactions between the childminder and children and considered the impact on children's learning and development.
- The inspector read written feedback from parents and took their views into consideration.
- The childminder provided the inspector with a sample of key documentation on request.

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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