

Childminder report

Inspection date: 15 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

Children demonstrate they feel settled and secure with the childminder. They are very friendly towards visitors and keen to involve them in their play. The childminder knows the children well and builds her curriculum around their learning needs. She builds on what she knows children can already do. This helps children to make good progress in all areas of learning. The childminder is very patient with children, giving them time to learn how to do things for themselves. This results, for example, in children putting on their own coats. Children are pleased with their achievements, which support their positive self-esteem.

Children have many opportunities to be outside. They thoroughly enjoy spending time in the childminder's spacious garden. Considering their young ages, some children display very good ball skills. They kick balls with precision and use bats to hit balls around the patio. Children are learning how to cooperate with each other, share and take turns. They listen to the childminder and respond well to the rules and boundaries that she puts in place. When minor squabbles occur, the childminder gives them time to sort out their own problems. Children learn to regulate their emotions and amicable play with their peers swiftly resumes. Children's behaviour is good.

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

- The childminder skilfully adapts her teaching to match children's interests and learning needs. For example, when children lead a planned activity in a different direction, she observes what they are interested in learning about. This results in children being actively engaged, in this instance, in exploring space and shape. They use their whole bodies to find out which boxes they can climb in and explore how only their fingers fit into tiny boxes.
- Children's communication and language skills are developing well. They are beginning to hold in-depth conversations with each other and adults. Children talk about what they like doing at home. They recall events, such as attending football matches with enthusiasm.
- Parents speak positively about the childminder. They say their children develop secure attachments to her and thrive under her care. Parents value the many outings and experiences the childminder provides for their children. They say information sharing is good and the childminder provides regular feedback on the progress their children are making.
- Children display a strong sense of belonging in the childminder's home. They have familiar routines and know what is expected of them. Children help to tidy up when asked to and know where toys are stored. They sit well at the table for lunch, inviting visitors to join them. Children are content when they go for a sleep, showing this as they sing and chat to themselves.

- The childminder networks closely with other childminders. They actively support each other as they continually develop and improve the services they offer. When children share care with another childminder, the childminder shares development information with her. This helps to promote continuity in learning.
- The childminder has effective procedures in place to help her to keep children safe. In the garden, a swing is highly popular with the children. The childminder makes sure this is at a height that children can get on and off by themselves. She stands close by as young children work out how to get themselves on. They are highly pleased that they can do this independently.
- The childminder actively reflects on her practice and adapts it to meet the needs of children attending. For example, she talks about how she is making changes ready for a baby to start attending. She undertakes some professional development opportunities, such as to update her skills in safeguarding. However, the childminder does not precisely identify what professional development opportunities would help her to continually raise her knowledge and teaching skills to the highest levels.

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 range of professional development opportunities undertaken to help to raise teaching skills and knowledge to the highest levels.

Setting details

Unique reference number	EY376247
Local authority	Hertfordshire
Inspection number	10312337
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 7
Total number of places	6
Number of children on roll	9
Date of previous inspection	26 April 2018

Information about this early years setting

The childminder registered in 2008 and lives in Croxley Green. She operates from Monday to Thursday all year round, except for bank holidays and family holidays. Sessions are from 7.30am to 6pm. The childminder provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jill Hardaker

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with her and has taken that into account in her evaluations.
- The inspector and the childminder looked at the areas of her home that she uses with children and discussed how she plans her curriculum and operates her practice.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her.
- A sample of policies and procedures was looked at by the inspector. These included documents relating to the suitability of household members, safeguarding and complaints.
- The inspector took into account the views of parents and discussed the childminder's reflections of her practice with her.

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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