

Childminder report

Inspection date: 17 January 2025

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 made to feel incredibly safe and secure at this home-from-home setting. They receive warm and nurturing cuddles from the childminder and are soon settled and relaxed in their play. They explore the childminder's home with confidence as they investigate the extensive opportunities available to them. The childminder views all children as individuals. Children learn about a range of cultures and faiths, including their own. They are becoming aware of their unique identities and are developing a positive sense-of-self and respect for others. The childminder has high expectations for all children and offers a curriculum that stretches and challenges learning.

The childminder sets consistent expectations for children's behaviour. For example, when younger children struggle to share a toy, the childminder gently reminds them about kindness. She encourages older children to help younger children find alternative toy cars from the box. Children are developing perseverance and positive attitudes to learning. For example, when younger children need help to turn pages in a book, older children offer their help. The childminder shows patience and offers encouragement as children explore new learning. Children approach activities such as a 'polar ice tray' with curiosity and wonder. They learn new vocabulary, such as 'heavy' and 'light', as they weigh the toy animals on scales.

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

- Teaching is inspiring and fun. Children learn about polar animals and their habitats. They name animals that they have been learning about and practise saying the names. The childminder knows children well. She plans experiences that support and extend their ideas and interests. Children benefit from open-ended questions that encourage them to think and make connections. The childminder skilfully links prior experiences, such as the 'dinosaur dance', to current teaching. This helps children to recall prior learning and practise and consolidate knowledge.
- Language with children is natural and free flowing. The childminder uses commentary as children play. Children hear new words such as 'drawbridge' and use books to learn how a drawbridge works. This helps children to connect the word with what they see and to understand the meaning of new words. Children value books and recognise that they represent language. They handle books with care, showing great interest as they study the pages and develop a love of reading.
- Children are developing an awareness of feelings and emotions. When children hurt themselves, the childminder shows sensitive and responsive care. She seamlessly turns the experience into a pretend visit to the doctor. Very soon,

there is laughter as they engage in a game of 'This Little Piggy'. Children experience moments of calm and quiet when they need it. They benefit from fresh air and physical activity in the garden and during community walks.

- Children are developing mathematical language. They count as they play, sing and share stories. Children learn about positions and directions as they play with the toy cars. They enjoy visits to parks and woodland, where they learn about the natural world.
- Children are supported to develop independence. They manage their personal needs, such as putting on their coats and washing their hands, and they are becoming increasingly confident in these tasks. However, when taking part in personal hygiene tasks, conversations are not always extended to include the importance of personal hygiene. Therefore, children are not yet developing an understanding of how personal hygiene helps them to stay healthy.
- The childminder uses assessment well, including establishing starting points for children. This helps her to identify what children can already do and tailor her teaching to build on children's knowledge and skills. Strong partnership working means that she captures a holistic view of children. As a result, children make good progress across all areas of learning.
- Parents express their trust of and happiness with the childminder. They comment that their children are making good progress. They commend the excellent communication.
- The professional childminder is organised and committed to delivering a high-quality service for children and families. She is aware of the importance of ongoing professional development and how this can improve the experiences for children. Feedback from parents is used to evaluate how effective the provision is and address any areas for improvement.

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:

- support children to further develop their understanding of how to be healthy, and how personal hygiene is important and contributes to this.

Setting details

Unique reference number	EY397823
Local authority	Hertfordshire
Inspection number	10368290
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 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	14 March 2019

Information about this early years setting

The childminder registered in 2009 and lives in St Albans, Hertfordshire. She operates all year round from 8.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and provides funded early education for children aged from nine months to four years.

Information about this inspection

Inspector

Clare Ford

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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