

Childminder report

Inspection date: 4 February 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder builds warm and trusting relationships with children, who are happy and content. He provides a wide range of age-appropriate resources for the children to enjoy, planning activities to support their development. For example, the childminder encourages children to use their language to talk about the marks they are making on the wipe board. He shows them how to draw insects, such as a spider. Children respond with interest and are encouraged to count the number of legs on the spider. Additionally, the childminder demonstrates how to hold and use a ruler to draw straight lines. Children copy and persevere with the task until they are successful. They are praised by the childminder for their achievements.

The childminder provides opportunities for the children to develop their creative skills. For example, children make handprints using paint and dip cotton wool in paint to create effects on greetings cards. The childminder teaches children about the importance of being kind to their friends, to wait patiently for their turn and to share the resources. Children respond well to the positive strategies used to manage their emotions and behaviour. They demonstrate a positive attitude to their learning.

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

- The childminder enjoys providing childcare and welcomes children into his home. He carries out regular risk assessments of his home, including the outdoor area, to ensure the safety of children. The childminder works with another childminder. They work together well, reflecting on their practice to ensure that they continue to enhance the already good-quality provision.
- The childminder completes ongoing observations of the children as they play. This supports him to develop an understanding of each child's personality, care and developmental needs. The childminder supports the children's development. However, he does not use every opportunity to extend children's learning when they play in the outdoor area.
- Children learn to be independent from a young age. The childminder teaches children the skills they need to do things for themselves and take responsibility. Children are encouraged to find and put on their coats and shoes before going outside to play. Additionally, the childminder supports children to develop key skills they will need for the future. For example, they use cutlery appropriately to feed themselves.
- Children settle well and develop close bonds with the childminder, who is kind and caring. This supports their emotional development well. Children happily include the childminder in their play and demonstrate that they feel safe and secure.
- The childminder supports children's communication and literacy skills effectively.

He encourages children to look at books for pleasure while reminding them about the importance of respecting and handling books appropriately. Children learn familiar rhymes, such as 'If you are happy and you know it', responding enthusiastically by clapping their hands and stomping their feet.

- The childminder, accompanied by his co-childminder, takes children on outings in the local community. Visits to the park provide opportunities for children to extend their developing physical skills on the play equipment. Children enjoy nature walks, where they feed the ducks and collect conkers and leaves. Additionally, the childminder supports children to appreciate and respect the diversity of others. For example, children take part in a range of art activities during Easter and Diwali celebrations and are encouraged to taste new foods during Chinese New Year celebrations.
- The childminder develops positive relationships with parents. Information obtained from parents at the start of the placement enables the childminder to get to know the children and eases the transition from their home into his care. Parents receive ongoing updates about their child's day and progress, including photos of them participating in activities.
- The childminder ensures that he adheres to any special dietary requirements, preferences and food allergies, including any special health requirements. Children are supervised when they eat and enjoy healthy meals and snacks, such as fresh strawberries, grapes, humus and breadsticks. Children demonstrate good table manners and use cutlery well.

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:

- strengthen interactions with children during their spontaneous play in the outdoor area to further enhance their learning experiences.

Setting details

Unique reference number	EY399680
Local authority	Hertfordshire
Inspection number	10381705
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	10
Date of previous inspection	25 November 2019

Information about this early years setting

The childminder registered in 2009 and works with a co-childminder. He operates all year round, from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ann Austen

Inspection activities

- The childminder showed the inspector the areas of her home that children access. They discussed how the childminder organises his setting and plans the curriculum and experiences for children.
- The inspector viewed areas of the childminder's home used by the children and discussed the safety of the premises.
- The inspector observed children taking part in activities with the childminder and his co-childminder and assessed the impact on children's learning.
- Children spoke with the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents from written feedback provided at the inspection.

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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