

Childminder report

Inspection date: 13 June 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's fun, energetic style of teaching benefits children's learning. She engages children in stimulating activities that interest them, and the children behave well. She uses stories that engage children to spark ideas for their play. Children excitedly twist up paper butterflies and place them in a cocoon the childminder has made. Children wait with anticipation for the cocoon to open to see the butterflies spring out. Children chase and catch the papers, laughing with delight. As children repeat the activity, the childminder extends on the fun. She talks about the colours of the butterfly wings and supports children to accurately count how many butterflies can fit in the cocoon. This encouragement during the tasks helps children to develop their concentration.

Children build strong bonds with the childminder. They seek her out when they are uncertain of anything. The childminder responds warmly as she listens carefully to understand what they are trying to tell her. Children have opportunities to make their own choices, allowing them to voice their thoughts. For instance, children choose from a range of colours which shades of paint they want to use to make their Father's Day items. The childminder instructs the children to twist the lids on and off the tubes of paint and to squeeze the paint on the palette. Children use brushes to paint their hands. This helps children to develop their hand and finger dexterity.

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

- The childminder purposefully develops her knowledge by seeking out training and qualifications to enrich her skills. This means children receive good-quality care and education. For example, she has begun a qualification in special educational needs and/or disabilities to deepen her understanding of how to support these children.
- The childminder has a secure understanding of the skills and knowledge children need to learn that will help them in their next stage of learning at pre-school or school. Additionally, she has a good routine in place to ensure children experience the opportunities to gain these skills and knowledge. For example, she gives children time to have a go at dressing themselves and gives them helpful directions, before helping children herself. This helps to develop children's ability to be independent and complete essential tasks by themselves.
- The childminder knows the children really well. She assesses them regularly and obtains information from parents about their changing interests. She uses this information to plan and provide activities that challenge and support children to achieve their next steps in learning. Additionally, she shares the written summary for the progress check between the age of two and three with parents to update them about their child's development.

- There is a good focus on developing children's communication and language skills. The childminder promotes a lot of language during play. She helps children to listen, understand and follow instructions, such as when they build a train track together. She reads books and sings songs to children. They join in the familiar words and phrases as they hear the rhythm of language.
- The childminder gives children everyday experiences that support their wider understanding about good health. She encourages children to help choose the vegetables they will have in their omelettes for lunch. The childminder supervises the children closely as they ably cut up the vegetables. She sings songs as children wash their hands to make the experience fun.
- Partnership with parents is effective. Parents are very happy with the home-from-home care the childminder provides. They receive regular updates about their child's development, including photos and ideas about what activities to play to support their child's learning further.
- Children enjoy physical play with the childminder. They relax in a basket swing as she gently pushes them. This helps children adapt their bodies to different movements. The childminder plays with children in her garden and supports them to use apparatus at the park. This helps children practise moving safely and confidently.
- The childminder provides a range of opportunities that capture children's attention. She plans carefully so that there are good-quality resources and a clear focus for the activity. However, at times, the childminder does not allow children enough time to explore materials to their satisfaction.

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 opportunities for children to explore materials during play to their satisfaction.

Setting details

Unique reference number	EY408911
Local authority	Hertfordshire
Inspection number	10344398
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 6
Total number of places	6
Number of children on roll	2
Date of previous inspection	25 September 2018

Information about this early years setting

The childminder registered in 2010 and lives in Welwyn, Hertfordshire. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a recognised childcare qualification at level 3. She provides funding for two-year-old children.

Information about this inspection

Inspector

Elke Rockey

Inspection activities

- This was the first routine inspection the childminder 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 provision.
- The childminder talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to the childminder and children at appropriate times during the inspection and considered their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation of an activity.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of household members.
- The inspector read written testimonials from parents, about the childminder.

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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