

Childminder report

Inspection date: 11 March 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 feel safe and secure in the childminder's care. They quickly settle down to play when they first arrive at the childminder's home and tell her what they have been doing at home and at nursery. Babies are delighted to sit on the childminder's lap and enthusiastically turn the pages and open the flaps in their favourite books. They listen intently to the animal noises the childminder makes while she points to the creatures. Babies smile and attempt to reproduce the sounds they hear. This helps to develop a two-way flow of communication, establishing the foundations for early language skills and social interaction. The childminder values the importance of children's growing language acquisition, which she embeds in her curriculum.

Children know where to find the toys and resources they particularly enjoy playing with. For example, they talk about the 'kitchen box' and recall some of the games they have played with their friends. Babies and very young children are curious to discover the contents of baskets in which the childminder stores resources. They feel and shake musical instruments and move their bodies to the sound they create. The childminder models simple tasks, such as building a tower of wooden bricks. At first, babies enthusiastically knock the towers down. In time, they have a go at placing the bricks on top of each other, contributing to their developing coordination and levels of concentration.

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

- Since her last inspection, the childminder has enhanced the strategies she uses to help promote children's positive behaviour even further. For example, she explains to children why simple rules and requests are in place. This helps children to understand how they can begin to take responsibility to keep themselves and others safe. The childminder supports children to identify their feelings and gives them ideas about what they can do to help manage unwanted feelings and actions. This contributes to children's growing resilience. They are able to begin to regulate their own actions and emotions so that they are ready to learn. This is reflected in the calm and harmonious environment in which children play and learn.
- The childminder knows the children well. She follows their interests in her curriculum and finds suitable local attractions to build experiences based on these. For example, children who show an interest in animals enthusiastically visit the zoo to see the creatures they have seen in books. The childminder tells them about the characteristics of the animals, helping to build on what they already know and understand in a memorable way. This contributes to children's good progress.
- Parents describe the childminder as 'nurturing' and 'supportive'. The childminder builds strong relationships with parents and their children. Some children remain

in the childminder's care for many years while other parents enrol younger siblings in the setting. This highlights the trust and appreciation parents have for the childminder.

- The childminder recognises the importance of working in partnership with other settings that children also attend. She receives information about children's progress and the topics they are investigating in the nurseries, helping to shape her own curriculum to help children consolidate and build on what they know and understand. Parents give the childminder permission to share relevant information with the other settings, contributing to continuity in children's learning.
- Continual professional development is important to the childminder. She reflects on the new information and ideas she receives, helping her to adapt and strengthen her practice. For example, the childminder has formed a deeper understanding about how children's experiences impact on their learning. The childminder created more opportunities for children to develop new skills, such as using scooters on different surfaces. This helps to promote children's physical development.
- The childminder provides a good balance between adult-led activities and children's self-chosen play. She plans seasonal themes, which she shares with parents through discussion and newsletters. However, the childminder does not always target her teaching to focus on children's precise next steps in learning to help them make the most rapid progress.

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:

- add more challenges to children's play and planned activities that purposefully target what individual children need to know and understand next to help accelerate their progress.

Setting details

Unique reference number	EY411373
Local authority	Hertfordshire
Inspection number	10375928
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	6
Date of previous inspection	9 May 2019

Information about this early years setting

The childminder registered in 2013 and lives in Harpenden. She operates her provision all year round, from 7.30am to 6pm, from Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Katrina Rodden

Inspection activities

- The inspector observed activities in the childminder's home. She spoke to the childminder and children at suitable times throughout the inspection.
- The childminder described her curriculum that aids children's learning.
- The inspector and the childminder talked about the quality of teaching and how it impacts on children's progress.
- A variety of documents were seen by the inspector, including evidence of professional development courses.
- Parents wrote testimonials in preparation for the inspection. The inspector read these and took the views of parents into consideration.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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