

Childminder report

Inspection date: 17 July 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 are settled and secure, enjoying their time with this calm, nurturing childminder. They build warm relationships with her, turning to her for reassurance whenever needed. Children reflect the childminder's calm, positive approach and are confident to try new activities, persisting until they have completed their chosen tasks. For instance, children work out how to roll circular shapes onto coloured dough. They challenge themselves to fill each circle with a glass pebble, persevering until this is completed. The childminder has high standards regarding children's behaviour and supports them well in understanding and managing this. For example, she allows them time to resolve minor disputes themselves.

Children are becoming increasingly independent. They confidently choose what to play with, competently setting out their chosen toys and organising their play. For instance, they arrange the doll's house furniture and act out a scenario using the small figures. Ongoing discussions support children in gaining a good awareness of healthy practices. For example, children talk about different foods and the importance of a balanced diet. Discussions and consistently implemented daily routines support children in understanding safety. For instance, children appreciate the relevance of the procedure to get in and out of the childminder's car safely.

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

- The childminder conscientiously reviews her practice and implements improvements. She ensures that the toys and resources reflect children's current interests and needs. The childminder carries out her own research and exchanges professional information with other childminders, helping her to keep up to date with any changes and continue to develop her practice.
- Children make good progress and are well prepared for the move to nursery or school. The childminder monitors children's progress, checking that no child falls behind in their learning. She uses her experience and her good knowledge of each child to help her understand how they are developing and to plan what they need to learn next. The childminder offers children an interesting variety of play opportunities that support them in taking the next developmental steps.
- The childminder supports children well in developing their speech and communication skills. She talks clearly to children, repeating words and using basic sign language to aid early communication. When looking at books, the childminder introduces new vocabulary, making sure that children understand this. Children later use the new words they have learnt, such as 'sea urchin' and 'pirate shipwreck'.
- The childminder makes good use of children's interests to help extend their learning. For instance, children interested in minibeasts and outdoor living enjoy playing in a tent outside. They pretend to cook on a 'campfire' and use tools to

help them find toy bugs hidden in ice.

- The childminder uses practical procedures to support children in recognising and appreciating differences. For example, young children share photographs from home. The childminder helps them to note similarities and differences, such as in family traditions and the foods we eat.
- Children access a wide selection of books. They show their enjoyment of these as they select them to look at independently and with the childminder, establishing firm favourites. The childminder supports children to retell stories, for example, as they choose props to help act these out.
- Children enjoy their play and interactions with the childminder. However, on occasion, the childminder solves problems for them as they arise, rather than encouraging them to do this themselves and fully extend their ability to think critically.
- Parents speak highly of the childminder, reporting that she is 'dedicated, professional and patient'. They note the good progress their children make and the 'interesting and engaging' activities they enjoy. The childminder communicates well with parents, enabling her to understand children's development at home. Additionally, she provides information about the activities she offers, enabling parents to build on these and extend children's learning.

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:

- build on the opportunities that support children in developing their play further and extending their skills in thinking critically and solving problems.

Setting details

Unique reference number	EY411745
Local authority	Hertfordshire
Inspection number	10351851
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	24 October 2018

Information about this early years setting

The childminder registered in 2010 and lives in Stevenage. She operates during term time only, from 7.45am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelly Eyre

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 showed the inspector the premises and discussed how they ensure these are safe and suitable.
- The inspector observed activities indoors and outside and assessed the impact these have on children's learning. She talked with the childminder about how the early years provision is organised.
- The childminder and inspector reviewed an activity together.
- The inspector viewed relevant documentation, including the safeguarding procedures.
- The inspector talked with children at appropriate times throughout the inspection. She also reviewed written feedback from parents and considered their views.

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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