

Childminder report

Inspection date: 16 December 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 provides a nurturing and friendly environment for the children in her care. Children greet visitors warmly, and they independently move around the childminder's home as they find the toys they want to play with. Children thoroughly enjoy listening to stories, singing and engaging with rhymes. These activities help children to enhance their communication skills and develop a love for language. Children are joyful and content as they move, dance and sing. Children show good behaviour as they promptly respond to the childminder and her assistants' instructions and requests.

Children are busy and fully engaged as they involve themselves in activities that spark their interest. The childminder carefully builds her curriculum around each child's learning needs. She precisely identifies what children need to learn next, and this supports children to make good progress. Children play together very well and are also content to play independently. For example, children pull up chairs alongside their friends to explore interactive displays, such as one based on Christmas. Other children choose to be on their own to play with dolls. Both types of play are valid and important for children's learning and development.

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

- The childminder finds out what children can already do when they start to attend. She uses this information and her own observations to identify what children need to learn next. Activities have specific learning intentions for individual children and the childminder knows how to adapt her teaching to their needs. This results in all children being challenged, such as with their physical and mathematical skills.
- Children are developing strong communication and language skills, including children who speak English as an additional language. Children copy words that the childminder says, such as 'scoop', and use them in context as they play. The childminder notices when children miss out words from sentences. She sensitively repeats sentences back so children hear the correct wording.
- The childminder builds positive, trusted partnerships with parents. They value the childminder's support. Parents praise the care provided for their children to support their individual needs. They say their children are very happy to attend the setting and are learning well. The childminder shares information with parents on a regular basis. This helps her to know how they can support children's learning at home.
- Children have many opportunities to learn outside the setting. They enjoy trips to local parks and farms. This builds on children's understanding of their local community and the world. The childminder and children attend local toddler groups and meet with other childminders and the children in their care. This

enables children to develop their emerging social skills in larger groups and form new friendships.

- The childminder provides many opportunities for children to be creative. When assistants work with children, they join in with activities. For example, they model how to make a snowman out of dough. Children use the resources creatively, and each model is unique as children have complete freedom to create in their own way. Children are proud to show their friends and adults what they have made.
- The childminder builds strong partnerships with other settings that the children attend. She understands the importance of sharing information with them. This promotes continuity in children's learning and development effectively.
- The childminder meets with other childminders, and this provides her with opportunities to hold professional discussions with others. She undertakes professional development opportunities to extend her good teaching skills and knowledge even more. The childminder has four registered assistants. Some of these undertake some training, such as first aid and safeguarding. However, the childminder has not yet put effective systems in place for the supervision and ongoing development planning for her assistants.

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:

- develop more effective procedures for the supervision and development of all registered assistants.

Setting details

Unique reference number	EY414628
Local authority	Hertfordshire
Inspection number	10364098
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	0 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	24 January 2019

Information about this early years setting

The childminder registered in 2010 and lives in Garston, Hertfordshire. The childminder cares for children from 7.30am to 5.45pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder has four registered assistants.

Information about this inspection

Inspector

Jill Hardaker

Inspection activities

- The inspector and the childminder looked at the areas of her home that she uses with children and discussed how she plans her curriculum and operates her practice.
- The inspector observed the childminder and one of her assistants joining in activities with children and discussed the learning that was taking place with them.
- The inspector looked at a sample of policies and procedures. These included documents relating to the suitability of household members and assistants, and safeguarding and complaints procedures.
- The inspector discussed the needs of individual children with the childminder and talked with her about the progress they are making.
- The inspector took into account the views of parents and discussed the childminder's reflections of her practice with her.

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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