

Childminder report

Inspection date: 27 August 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 happily play and learn in the childminder's care. They know where they can find toys and resources that they like. When the childminder brings out different or new items, children wait with anticipation to see what she has planned for them. Children listen to and watch the childminder while she shows them the new resources. For example, they watch and help the childminder match colours and shapes during a new game. The childminder gives children time to experiment and adapt the game themselves, helping to promote their thinking skills in a creative way.

Children behave well. The childminder supports them to follow simple and consistent rules to help them keep themselves and others safe. When children spontaneously share resources and take turns during their play, the childminder praises children. She uses words such as 'kind', to describe children's actions. This helps them begin to recognise positive actions.

Children build on what they know and understand through memorable and enjoyable experiences. The childminder makes good use of the local environment, including woods, parks, library and a castle to help support her curriculum. During these outings, and in her home, the childminder focuses on children's individual learning needs, such as teaching new words to help expand their vocabularies. This contributes to the good progress children make.

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

- Children settle well in the childminder's care. She finds out information from parents about what children like, their individual daily routines and any medical information she needs to know. This helps the childminder set out familiar resources and activities that children are attracted to right from the start. The nurturing childminder recognises when young children are tired or hungry and adapts her planned routine or activities to suit children's needs. As a result, children grow and develop in a secure and stimulating environment.
- The childminder is motivated to continue to strengthen her own knowledge and understanding about how children learn and develop. For example, she reads professional publications and articles and shares ideas and information with other local childminders. The childminder welcomes feedback from parents, helping her adapt and improve her provision to suit the children in her care.
- Children are immersed in a language-rich environment. They enjoy singing songs and listening to stories. They respond well to explanations and descriptions the childminder provides. Children who speak English as an additional language quickly develop an understanding of what is being said. The childminder enhances their communication skills through gestures,

demonstration and other visual aids. This contributes to children's growing confidence and builds on their emerging vocabulary they need for the next stage in their learning.

- The childminder sensitively works well with parents. She gives advice about aspects such as toilet training, to help provide consistent care and learning opportunities, both at home and in her setting. The childminder shares information about the activities children enjoy and how these help children learn in a fun and relaxed way.
- Children grow in confidence. They learn skills such as how to put on shoes and coats, through the gentle encouragement and explanations the childminder gives them. They smile while they pretend they do not know how to complete a task and giggle when the childminder reacts in a fun way. Children enthusiastically help to tidy away the toys and resources they have been playing with and work with their friends to fill the bags and baskets. This contributes to the harmonious and friendly atmosphere in which children thrive.
- Through her curriculum, the childminder places a strong emphasis on encouraging children to become confident, independent learners. She provides a good balance between adult-led and children's self-chosen play and investigation. However, the childminder does not always incisively challenge children's learning at the most effective time to help them build on what they already know and can do.

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 teaching skills even further to better understand when to incisively challenge children's learning to help them make the best possible progress.

Setting details

Unique reference number	EY420758
Local authority	Hertfordshire
Inspection number	10351736
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	11 October 2018

Information about this early years setting

The childminder registered in 2011 and lives in Berkhamsted. She operates Monday to Thursday, from 7am until 6pm, all year round, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Katrina Rodden

Inspection activities

- This was the first inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The childminder described her curriculum to the inspector. She identified the impact this has on children's progress.
- The inspector observed activities in the childminder's home. She talked to the childminder and children at appropriate times throughout the inspection.
- The inspector and childminder discussed the quality of teaching, following a planned activity.
- The inspector read satisfaction questionnaires and testimonials written by parents and took their views into account.

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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