

Childminder report

Inspection date: 3 April 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's interests are at the heart of the childminder's practice. She creates a stimulating environment that supports children to remain deeply engaged in play throughout their time in her care. The childminder is swift to identify children's curiosity in their environment and support their learning around this. For example, when children comment on the pretty crafts their friends have made, she encourages them to create their own artwork. Resources are well organised and accessible to all children. This enables children to freely explore learning opportunities based on their interests and needs.

Children are confident and outgoing. They delight at showing off their exciting learning environment where their artwork and crafts are displayed for everyone to see. The childminder provides an abundance of praise for children's efforts and achievements. This acknowledgement for their accomplishments promotes children's self-esteem and supports them to develop a positive attitude to their learning.

The childminder provides opportunities outside of the home to further develop children's social skills. Children enjoy weekly structured play sessions where they engage with other children. They learn to follow safe routines at snack times and practise focusing for short periods during story time. The childminder understands how these vital skills will support children to settle well in their new school environment.

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

- The childminder plans activities that follow children's interests and that they find exciting. This supports them to engage well and maintain focus during play. The childminder adapts these activities and her teaching well to support the varied learning needs of children who attend. For example, children enjoy exploring rice and hunting for numbers that are hidden in it. Older children are learning to identify the different numbers they find. They sort them into categories and identify these numbers in their environment. Young children remain equally engaged, exploring the rice with spoons and pots.
- Children engage well with one another and adults. Babies babble happily to their friends during play. Older children confidently express their needs and chat with visitors about their favourite activities. The childminder provides a language-rich environment with lots of narrative during activities and routines. At times however, she does not provide children with sufficient opportunities to reflect on their thoughts and engage in these discussions.
- The childminder observes children well during play. She embraces opportunities to expand children's learning based on their emerging interests and observations

of the environment. For example, children comment on the pretty eggs that are on display. The childminder seizes this as an opportunity to identify their different colours and textures. She then encourages children to explore their favourite book where they identify the farm animals that lay eggs.

- Relationships with parents are strong. The childminder regularly shares information about children's routines and development. Parents comment on how this keeps them well informed about their children's progress. The childminder engages well with families from the start. She gathers information regarding children's early experiences and considers this when planning their learning and routines. This careful consideration supports children to settle swiftly into the childminder's care.
- The childminder completes training to develop her skills and knowledge based on the specific needs of children in her care. She has recently completed a course around further supporting children's language development. This is particularly relevant when promoting the progress of children for whom English is an additional language.
- Children are polite, and they demonstrate good manners. The childminder is a good role model who is kind and respectful towards others. Children form close friendships and cooperate well with one another to complete tasks. They generally behave well and follow the childminder's instructions. For example, children work together to clear away toys and sweep up after messy activities. However, when children become frustrated during play, the childminder does not always encourage them to explore their emotions and the impact the resulting behaviour has on others.

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 opportunities for children to develop their communication skills by role modelling new vocabulary and allowing children sufficient time to express their ideas and thoughts
- develop consistent strategies that support children to explore and begin to understand their emotions and the impact the resulting behaviour has on others.

Setting details

Unique reference number	EY424769
Local authority	Hertfordshire
Inspection number	10380405
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 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	7 June 2019

Information about this early years setting

The childminder registered in 2011 and lives in Hatfield. She operates during school term time. Sessions are from 8am to 5.30pm, Tuesday to Thursday, and from 8am to 9am and from 3pm to 5.30pm on Mondays. The childminder provides funded early education for children aged nine months to four years old.

Information about this inspection

Inspector

Antonia Campbell

Inspection activities

- The inspector considered the views of parents by reviewing feedback letters.
- The inspector looked at a sample of relevant documents.
- The inspector observed the interactions between the childminder and the children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and the childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with the childminder about the monitoring of learning and development in the setting and tracked the progress of children.

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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