

Childminder report

Inspection date:

12 February 2024

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

The childminder provides a welcoming and safe home for the children. This helps children to feel happy and relaxed. They confidently talk to visitors about their day at school, or other settings they attend, and immediately choose what they would like to play with. Children express a keen interest in colouring patterns and experiment which type of pens and pencils best create their chosen result. The childminder highly respects children's choices and asks their permission before joining in. Children warmly welcome her into their play. The childminder introduces children to the name of shapes in patterns and how they can be used to represent facial features. This stimulates children's curiosity and motivates them to ask questions.

Children behave well and receive a good amount of praise and encouragement. The childminder encourages children to express their thoughts and feelings appropriately. She provides children with time to resolve minor disagreements before intervening. Overall, this results in children of all ages playing harmoniously. Older children are a positive influence on younger children and warmly invite them to join in their play. They teach them how to play a game of tabletop air hockey.

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

- The childminder is a positive role model. She consistently uses good manners when speaking with children. This motivates them to do the same. For example, children politely ask if they can leave the table when they finish eating their healthy snack.
- The childminder is dedicated to her continued professional development. She continues to extend her knowledge through carefully selected training courses that are relevant to supporting children in her care. Recent training about understanding behaviour that challenges has enhanced her understanding of the unique needs of children and potential triggers for their behaviour.
- The childminder's flexible settling-in arrangements are tailored to meet the individual needs of children and their families. This means that children swiftly settle and their emotional well-being is fully supported. Children show that they feel very comfortable and confident in her care. They benefit from established strong relationships with the experienced childminder at other settings she works at, and they also attend.
- The childminder obtains a wealth of information from parents about children's experiences, interests and family dynamics prior to children attending. She uses this information very well along with her own informal assessments to establish what children know and can do. This helps her to provide a rich range of activities and resources that reflect children's interests and supports their

continuity of learning.

- Snack time is a sociable occasion where the childminder and children sit together at the table to eat. The childminder uses this opportunity to enhance children's awareness of healthy foods and where they come from. Children have regular opportunities for outdoor play and physical exercise in the childminder's garden. They develop good balance as they carefully walk along raised wooden ramps and jump to pop bubbles.
- Children are imaginative. They pretend to make porridge and soup to feed dolls. The childminder's interaction in their play helps to support their language skills, particularly the correct pronunciation of words through sensitive repetition.
- Children are independent and learn to manage their personal care needs. For example, they put on their own outer clothing, attend to their own toileting needs with minimal support, and know when they need to wash their hands. This helps to develop their confidence and self-esteem.
- The childminder develops good relationships with parents. She warmly welcomes them into her home to collect their children. The childminder uses this opportunity to share their children's achievements and relevant information following their day at other provisions. Parents speak highly of the childminder. They appreciate how their children are safe, happy and well cared for. Parents describe the childminder as 'incredibly conscientious and truly amazing'.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY433036
Local authority	Hertfordshire
Inspection number	10308351
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	27 March 2018

Information about this early years setting

The childminder registered in 2011 and lives in Stevenage. She operates from 7.30am until 8.45am and from 3.15pm until 6pm, Monday to Friday, term time only. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector
Lorraine Pike

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 her evaluation of the setting.
- The inspector observed the childminder as they interacted with children and evaluated what it is like for a child to attend.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The inspector spoke to children during the inspection and took account of the views of parents through written feedback provided.

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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