

Childminder report

Inspection date: 24 October 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 welcoming and friendly home where children feel safe and secure. Children quickly familiarise themselves with the routine of the day and keenly follow instructions. For instance, they find their coats when they prepare to go outside to play, helping find other children's coats when asked. Children receive effective support to understand how their actions may make others feel. Children turn to adults for cuddles and reassurance if they become upset. Adults talk to children sensitively and make suggestions to resolve any minor disagreements. This promotes children's emotional development.

Support to develop children's language and communication skills is successfully delivered by the childminder and any assistants she works with. They help the youngest children to begin to understand how to hold conversations. For instance, adults pause after the youngest children babble and then reply to them, encouraging them to babble back again. Older children gain new language as they learn. Adults introduce relevant vocabulary and offer children alternative words to describe what they see in the stories they read. This helps all children to become effective communicators.

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

- Learning opportunities are interesting and hold children's attention well. The childminder and the assistants she works with know the children they care for well. The focus for learning opportunities are relevant to the children's interests and life experiences. For instance, adults plan activities relating to countries and cultures relevant to the children. Adults speak to children in different languages. For instance, they repeat words back to children in English and Spanish. This helps all children to make connections between the different languages they hear.
- Children develop their muscles as they play at the childminder's home. Younger children strengthen their leg muscles as they begin to walk with the childminder's support. Older children strengthen the muscles in their hands and develop their hand-eye coordination. For instance, they use tongs to move pieces of pasta from one container to another in the garden. Children build on this further when inside. They thread smaller pieces of pasta onto spaghetti, concentrating and persevering to complete the task successfully.
- Overall, children's learning opportunities are planned well. However, sometimes the childminder does not fully consider how adult-led activities can be adapted to ensure that all children are able to fully participate and make the most of the opportunities available. For instance, occasionally resources are not adapted to support the youngest children to engage fully in the activity planned. This does not fully promote their learning.

- Older children act as strong role models for the youngest children. The youngest children watch intently as the older children dance around. They attempt to copy the movements the older children make, with adults praising and encouraging them all. Older children hold hands with younger children and adults to make sure that everyone is included as they move around to the music together.
- Parents are happy with the care their children receive. The childminder takes on board parent feedback and makes adaptations to the setting to improve her service further. For instance, she has adapted the way she shares information with parents over time to suit all parents' requirements. Parents comment about her strong communication and find this particularly effective in keeping them informed about their children's progress. This demonstrates that the changes the childminder implements are effective and appreciated by parents.
- The childminder and assistants she works with are very reflective about the service they provide. They hold regular discussions about what children achieve, and how they can adapt things for the future. They share information about training and professional development that they complete. The childminder actively seeks out guidance and support from other professionals to help her improve her provision further. All of this has a positive impact on children and helps adults to provide children with consistent interactions.

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:

- adapt adult-led activities to enable all children to participate fully and help them to achieve the desired learning outcomes.

Setting details

Unique reference number	EY436163
Local authority	Hertfordshire
Inspection number	10359964
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 7
Total number of places	12
Number of children on roll	17
Date of previous inspection	3 December 2018

Information about this early years setting

The childminder registered in 2011 and lives in St. Albans. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder regularly works with assistants. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jenny Hardy

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector spoke to children, the childminder and assistants who work with the childminder at appropriate times during the inspection.
- The inspector reviewed written feedback from parents and took their views into consideration.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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