

Childminder report

Inspection date: 15 February 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 are happy and settled in the care of this nurturing childminder. From the start of their time at the setting, children form strong attachments not only with the childminder, but also with her family. Children seek out the childminder for reassuring cuddles and she responds swiftly to their emotional needs. Subsequently, children feel safe and secure and develop a sense of belonging.

The childminder provides a curriculum that matches children's individual needs and interests and builds on what they already know and can do. She focuses her curriculum on ensuring children are provided with a broad range of opportunities to enhance their knowledge and understanding of the world in which they live. Children benefit from regular outdoor learning. They visit local parks, libraries and farms, which helps to develop their physical skills, social interactions and build on their growing vocabulary.

The childminder has high expectations of children's behaviour. She is a good role model and encourages young children to be aware of one another. As a result, children are learning to share and take turns and their behaviour is good.

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

- The childminder knows the children well and understands how children develop and learn. She uses information gathered from working collaboratively with parents as well as her own thorough assessments to plan appropriate activities. As a result, children make good progress in their learning and development.
- The childminder provides resources to support children's curiosity and help develop their hand-to-eye coordination. Young children enjoy exploring different size balls. They spend extended periods of time exploring whether the balls will fit in different sized holes and smile as they manage to push the balls through the gap. Children also delight as they realise the different sounds the balls can make when knocked against a variety of surfaces. Children's ideas are valued, which motivates them to learn.
- The childminder supports children's knowledge of mathematical concepts effectively. She uses every opportunity to expose children to mathematical language and in turn, children are beginning to replicate what they hear. As the childminder blows bubbles, the children help to count the ones that they pop. During snack time, the childminder teaches children about the days of the week and looks at the numbers on the calendar.
- The childminder promotes children's communication and language skills well. Children are regularly introduced to new words and learn the meaning of newly learned words through clear explanations from the childminder. For example, as children play catch with balloons, she comments that they are sphere shapes,

like a ball. However, at times, the childminder does not consider the impact that background noise in the environment can have on children's learning. This can sometimes distract children from being fully engaged with the activities on offer. The childminder speaks to children during their play and narrates what they are doing, offering positive praise when challenges occur. This helps support children's perseverance and builds their self-esteem.

- Children are developing good hygiene routines and learn about healthy lifestyles. The childminder sings songs as children wash their hands ready for mealtimes and they help to clean their own hands and face after food. Children have their own named towels, which helps to prevent the spread of infection. They enjoy the nutritious meals and snacks the childminder offers. The childminder talks to them about the different food groups and encourages them to try a variety of foods. This contributes to their good health.
- Parents speak highly of the childminder and the care their children receive. They comment that they are kept informed regularly about their children's day-to-day activities through both an online app and at pick-up time. The childminder shares regular updates of children's progress and parents have a good understanding of what their children need to learn next. They comment that learning is continuous between home and the setting and highly value the wide variety of activities that the childminder provides. They comment that their children are given many opportunities to 'build on both their learning and life experiences'.

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:

- consider the impact of background noise on children's learning and level of engagement in activities.

Setting details

Unique reference number	EY467222
Local authority	Hertfordshire
Inspection number	10311758
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 1
Total number of places	3
Number of children on roll	2
Date of previous inspection	9 April 2018

Information about this early years setting

The childminder registered in 2013. She operates from 8am until 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Carly Parkinson

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children during activities.
- The childminder showed the inspector around her home and discussed her risk assessment.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector took account of the views of parents.

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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