

Childminder report

Inspection date: 13 May 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 creates a safe and homely environment where children feel happy and secure. Children demonstrate the warm relationship they have with their childminder. They giggle at the jokes they share and enjoy cosy story sessions cuddled up on the sofa. The childminder has a deep understanding of children's interests and uses this knowledge as the basis for her teaching. For example, she encourages children to identify the colours of trains and the numbers written on the carriages.

Children have a deep understanding of the rules in the setting and why they are in place. The childminder has a consistent approach that supports children to understand how abiding by these rules keeps them safe. For example, children know to tidy away before getting new toys out. They explain that this keeps the floor clear of debris so that they do not trip over.

The childminder supports children's social development well. She provides opportunities for them to interact with adults and children at various group play sessions. Children also enjoy trips out in the local community and beyond. As a result, children are confident in new situations. They greet visitors enthusiastically and encourage them to join in their play.

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

- Children are confident communicators who demonstrate strong language skills. The childminder provides numerous opportunities for children to develop a wide and varied vocabulary. She role models new words during activities and encourages children to explore unusual language in the many books and stories they read together throughout the day.
- The childminder encourages children to complete age-appropriate tasks, such as putting coats and shoes on and washing their own hands. She allows them plenty of time and offers encouragement and praise. As a result, children are independent and well prepared for the next stage of learning.
- Children's interests are at the heart of the childminder's practice. She skilfully supports their development and well-being by planning activities that are based on their interests and learning needs. For example, children explore subjects such as healthy eating and safety during a kitchen role-play activity. They discuss which foods are good for them and how to behave around hot pans. However, when children are curious about specific foods they find, the childminder does not engage them in conversation to explore their ideas further.
- Parents are highly complementary about the childminder and the nurturing care she provides. They appreciate how their children are made to feel part of the childminder's family, forming close bonds with her own children. Parents

acknowledge how this promotes children's well-being. The childminder offers advice and support regarding subjects such as potty training. Parents comment on how this puts their minds at ease and empowers them to deal with parenting concerns.

- The childminder monitors children's progress closely. She completes regular assessments and uses this knowledge to support children's learning within their chosen activity. The childminder regularly shares information about children's development and routines with parents via an online system. However, the childminder does not consistently provide opportunities for parents to extend and share children's learning at home.
- Relationships with other settings are respectful and promote children's well-being and development. The childminder shares information with class teachers regarding children's time at school. This enables her to provide additional support if children have had a difficult day. When children move on to new settings, the childminder shares developmental information with staff. She provides opportunities for children to prepare emotionally for these changes. This supports children to transition well and continue making good progress.
- The childminder has robust methods of keeping children safe. She completes regular risk assessments of her home and when on trips out. She ensures that all equipment is safe and meets the specific needs of children in her care. The childminder uses age-appropriate methods to enable children to identify risks and manage them safely. For example, she uses the characters in stories to teach children about the dangers of going with strangers.

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:

- provide opportunities consistently to allow children to follow their ideas and thoughts further during activities
- enhance methods of communication, allowing parents to fully engage in and share children's learning at home.

Setting details

Unique reference number	EY467472
Local authority	Hertfordshire
Inspection number	10335522
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 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	19 June 2018

Information about this early years setting

The childminder registered in 2013. She lives in Croxley Green, in Rickmansworth, Hertfordshire. The childminder operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder has an early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Antonia Campbell

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 inspector considered the views of parents by reviewing feedback letters.
- The inspector looked at relevant documents, including evidence of the suitability of all persons living at the premises.
- 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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