

Childminder report

Inspection date:

7 October 2024

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

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children demonstrate their enjoyment of spending time with this calm, caring childminder. His excellent organisation and planning enable him to meet each child's needs in a safe, friendly environment. For example, children enjoy chatting and sharing their news with the childminder while he completes the final arrangements for their meal. Children respond to the childminder's enthusiastic nature, confidently joining in with discussions and solving problems. For instance, children enjoy the challenge of working out how many days until their birthdays, remembering the current date and the number of days in each month. Daily interactions such as this aid children in developing the skills that support them at school.

Children are gaining a good knowledge of healthy practices. For example, when they help themselves to food at the dinner table, they show their understanding of appropriate portion sizes. Good daily practice and routines aid children in building their understanding of how to keep themselves safe. For instance, children know why it is important to ask before helping themselves to scissors and know how to use these safely and effectively. Children reflect the excellent example set by the childminder and show a mature approach to managing their own behaviour. They speak politely to one another, share resources and readily help with tasks, such as tidying up.

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

- The childminder continuously reviews his practice and is committed to making changes that benefit children. For instance, he plans to make greater use of local facilities, such as parks, to offer children further play opportunities. The childminder exchanges professional information with other childcarers, helping him to develop his practice and keep up to date with any changes. His excellent partnership working with his co-childminder further supports the development of their practice and enables the childminder to offer children safe, consistent care.
- The childminder recognises the importance of allowing children plenty of time to relax and play, both before and after school. He ensures that they have time to rest, chat to their friends and talk about their day, balancing this well with opportunities to participate in interesting activities. Children enjoy being able to make choices about their play, confidently selecting and setting out their chosen resources.
- The childminder's excellent planning means that mealtimes are a particular strength of his childcare provision. Children gain valuable social skills as they interact, pass one another dishes and learn to share. They thoroughly enjoy the stimulating conversations. For example, they talk with the childminder about the

reason for the sky being blue. They go on to remember that rainbows are round but the full shape cannot be seen due to the earth's horizon.

- The thoughtful provision of resources aids children in building their understanding of the wider world and diversity. For example, when children talk about the different countries competing in sports, they refer to a large map of the world to locate the countries. They think about what the climate may be like and talk about the different traditions.
- The childminder uses enjoyable ways to extend children's knowledge. For instance, children enjoy the challenge of saying please and thank you and asking for the fruit they want in Spanish.
- Children have many opportunities that support the development of their creativity and aid them in developing skills in working cooperatively. They select resources in an outdoor playroom and set up a role-play school. They also make up and rehearse music and dance routines, dressing up and performing these for the childminders.
- The childminder builds very good partnerships with parents. His good communication with them means that he understands children's needs and works with parents and his co-childminder to ensure that these are consistently met. Parents praise both childminders, noting their 'kindness, wisdom and solidarity'.
- The childminder communicates well with the schools that children attend. He ensures he understands what children are doing at school and offers support and complementary activities to help build on this.

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	EY467859
Local authority	Hertfordshire
Inspection number	10359991
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	4 to 10
Total number of places	6
Number of children on roll	25
Date of previous inspection	18 December 2018

Information about this early years setting

The childminder registered in 2013 and lives in Hitchin. He operates during term time only, from 7.45am until 9am and 3pm until 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder works with a co-childminder.

Information about this inspection

Inspector

Kelly Eyre

Inspection activities

- The inspector talked with the childminder and his co-childminder. They showed the inspector the areas used for childcare and discussed how they ensure these are safe and suitable.
- The inspector accompanied the childminders when they collected children from school.
- The inspector observed children playing after school. The inspector and the childminder discussed activities and daily routines.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector held discussions with children and took account of their views. Additionally, she reviewed written feedback from 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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