

Childminder report

Inspection date: 7 August 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 works hard to create an exciting and stimulating learning environment. Children's interests are at the heart of the childminder's practice. She has a comprehensive understanding of all children and plans unique play opportunities that support their individual interests. For example, children who have a fascination with dinosaurs hunt for fossils in the sand. They delight in using brushes to clean them and explore their different shapes and patterns. This well-considered planning supports all children to remain deeply engaged in play throughout their time in the setting.

Children are happy and settled in this safe and nurturing environment. They form close bonds with their childminder and firm friendships with one another. Older children giggle and share jokes with the childminder. Toddlers cuddle up to her when tired and seek her out for comfort. The childminder provides opportunities for children to reflect on their time in the setting and discuss their feelings and emotions. Children enthusiastically recall past learning experiences when exploring the many albums and books containing pictures from recent years. They fondly discuss their friends and families when showing visitors the photos that are displayed throughout the setting.

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

- The childminder establishes appropriate routines that support children to develop a good understanding of healthy lifestyles. Children enjoy healthy meals and snacks alongside their childminder at the table. They understand the need to wash their hands before eating and after messy activities. Children have access to a secure and stimulating garden area and enjoy regular trips to parks with their childminder.
- Children demonstrate high levels of curiosity and engage in many opportunities to explore their environment. For example, they delight in using binoculars to identify the different birds that visit the garden. The childminder extends their knowledge further by encouraging children to match the birds they spot to corresponding models, and pictures in books.
- Parents are complimentary about the childminder and the care she provides. They comment on how their children look forward to attending and enjoy the many learning opportunities the childminder provides. The childminder encourages parents to engage in children's learning. She creates links between her setting and the home. For example, children look forward to their time with 'Home Bear'. They document the bear's experiences with their families, and look forward to sharing them with their friends back at the childminder's home.
- Children develop a love of books and stories to encourage their early literacy skills. They independently explore a vast array of books throughout the setting

and enjoy cosy story sessions with their childminder and friends.

- The childminder establishes professional relationships with other settings that children attend. She communicates well with staff to provide a consistent approach to children's care. She shares her robust assessments of children's development to support children's transitions to their new environments. This helps children to settle swiftly and continue making good progress in their learning.
- Children form close bonds with one another and cooperate well in play. Older children support their younger friends and encourage them to join in activities. When, on occasion, children struggle with managing their behaviour, the childminder is not consistent in her approach. She does not always support children to understand their emotions and the impact the resulting behaviours may have on others.
- Children are skilled communicators who demonstrate an extensive vocabulary. Older children are expressive and delight in discussing their interests and recalling past experiences. Toddlers demonstrate equal confidence when communicating their needs and thoughts. They engage well with adults and use complex and descriptive language.
- The childminder is committed to enhancing her professional development. She completes extensive training courses and understands how these opportunities enable her to promote children's learning. The childminder shares her extensive knowledge and experience when supporting the practice of others. For example, she helps to manage and run early years play sessions. These provide opportunities for other professionals to share good practice and ideas.

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:

- implement more consistent behaviour management strategies that support children to better understand their emotions and the impact their behaviour has on themselves and others.

Setting details

Unique reference number	EY470363
Local authority	Hertfordshire
Inspection number	10355219
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 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	21 November 2018

Information about this early years setting

The childminder registered in 2013 and lives in Hitchin, Hertfordshire. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3 and 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 childminder and has taken that into account in their evaluation of the childminder.
- The inspector considered the views of parents by reviewing their 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 children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and 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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