

Childminder report

Inspection date: 18 September 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 relaxed and welcoming environment that children feel comfortable and at home in. Her nurturing and attentive approach supports children to feel safe and secure in her care. Children happily explore their environment, seeking out their childminder for support and affection where necessary.

Children are sociable, engage well with visitors and are confident in new situations. For example, children are excited to show visitors around the childminder's home and tell them about their favourite activities. The childminder provides opportunities for children to build relationships with others. Children attend various group sessions, where they learn to take turns, cooperate with their friends and develop social skills.

The childminder ensures that children's interests are at the heart of her practice. She provides resources and plans activities that children find exciting and that support their individual learning needs. For example, the childminder embraces children's current fascination with planets. Children explore space-themed books, complete puzzles of the solar system and create their own planets out of coloured dough. This detailed knowledge of children supports them to remain deeply engaged in play throughout their time in the setting.

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

- The childminder monitors children's progress closely. Her regular assessments ensure that she has an up-to-date picture of children's abilities and learning needs. She regularly shares her findings with parents and other professionals where appropriate. This provides a collaborative and effective approach to supporting children's development. The childminder is aware of children's strengths and plans activities that provide suitable challenge to promote their learning. However, she does not always provide the same high-quality, focused learning opportunities when supporting children during sessions of free play.
- Children enjoy nutritious meals, snacks and fresh drinking water throughout the day. They have continuous access to the well-equipped garden area, where they enjoy fresh air and physical play. The childminder encourages children to develop appropriate routines to support their health and prepare them well for their next stage of learning. For example, children know to wash their hands after messy activities and before eating.
- The childminder supports children's communication development well. She creates a language-rich environment, engaging children in discussions throughout the day. The childminder focuses her conversations on topics that children find interesting and encourages them to discuss their ideas further. She

role models new and descriptive words during play. For example, the childminder introduces children to colours such as 'burgundy' and 'aqua' when exploring a painting activity. As a result, children express themselves confidently and demonstrate a wide vocabulary.

- Children generally behave well. The childminder is a good role model who demonstrates respectful behaviour and is polite towards children and other adults. However, she does not consistently implement effective behaviour management strategies. The childminder does not always support children to understand the impact their actions and words may have on others.
- Relationships with parents are strong. Parents compliment the childminder on her flexible approach and acknowledge how this supports the needs of the entire family. They appreciate how the childminder has a close bond with children and takes the time to gather a deep understanding of their individual circumstances. Parents comment on the positive impact these nurturing relationships have on children's well-being.
- Children's safety is paramount. The childminder discusses how she ensures that her home is safe for all children and explains the risk assessments she completes when on trips out. She has a robust understanding of safeguarding procedures and how to identify when children may be at risk from harm. The childminder completes extensive training to keep her safeguarding and first-aid knowledge up to date.
- The childminder works closely with other professionals. She engages well with other settings that the children also attend to provide a consistent approach to their learning. This is demonstrated particularly well when supporting children with special educational needs and/or disabilities.

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:

- identify ways to better support the development of children during sessions of free play, with particular focus on those who are most able
- enhance behaviour management strategies to better support children's understanding of acceptable behaviour and the impact their actions may have on themselves and others.

Setting details

Unique reference number	EY470546
Local authority	Hertfordshire
Inspection number	10355220
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	0 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	21 November 2018

Information about this early years setting

The childminder registered in 2014 and lives in Oxhey, Watford, in Hertfordshire. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded care and early education for children aged from nine months up to four years.

Information about this inspection

Inspector
Antonia Campbell

Inspection activities

- The inspector considered the views of parents by reviewing feedback letters.
- The inspector viewed a sample of relevant documents.
- 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 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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