

# Childminder report

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Inspection date: 5 January 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 demonstrate that they feel happy and secure in the childminder's care. They move around her welcoming home with confidence, showing a strong sense of belonging. Children are active learners and are excited to explore the rich range of resources on offer. They welcome the childminder and assistant's warm interactions in their play, and thoroughly enjoy challenges that are presented to them. They show good critical thinking, and work out through trial and error how to balance small wooden figures on upturned arches. The childminder's use of mathematical language increases children's awareness of different lengths and sizes. Children benefit from many outings that help them to learn about the wider world. For instance, they visit zoos, farms, and museums. The childminder's ambitious curriculum helps to embed new knowledge. For example, following a visit to a museum where they looked at mosaics and patterns, children created their own interpretation of a mosaic when they returned to the childminder's home.

Children develop a strong awareness of healthy lifestyles. They learn about the importance of good oral hygiene through their play. Children thoroughly enjoy the freshly prepared nutritious meals that the childminder provides. They say that vegetables make them 'strong'. The childminder and assistant are positive role models. They consistently use good manners when speaking to children and each other. Consequently, children are well mannered towards others.

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

- The experienced childminder finds out from parents about their children's routines and abilities before children start attending. She uses this information and her regular assessments to plan and implement a sequenced curriculum that consistently considers children's individual interests.
- The childminder and assistant work very well together as a team. Both are committed to their continued professional development. The childminder seeks out relevant training that inspires her, such as attending relevant conferences. She also has links with other childminders. This provides her with opportunities to share good practice and hold professional discussions with others.
- The childminder offers children chances to explore the similarities and differences between themselves and those in the wider community. However, she does not fully support children who speak English as an additional language to incorporate their home language in their play, in order to enhance their comprehension and speaking skills.
- Partnerships with parents are strong. The childminder keeps parents fully informed of their children's good progress and ideas to support their learning at home. Parents have access to an online application and receive photos and videos of their children participating in meaningful learning. Parents speak

positively about the childminder and assistant. They describe how their children love to attend and welcome the variety of home and outing experiences.

- Children express a strong love of books. The childminder immediately captures children's attention as she reads with enthusiasm and brings stories alive with the introduction of props, such as animal puppets. This motivates children to make the sound of each animal as it is revealed in the story. The childminder adapts her teaching to challenge the most-able children to recall the correct name of baby animals. However, the childminder maintains a strict routine and children are guided away to have their nappy changed by the assistant. This interrupts children's engagement and participation.
- The childminder and assistant's gentle reminders help children to understand what is right and wrong. Children are beginning to regulate their own behaviour and show friendly relationships with each other. They share a favourite doll and ask their friend if they would 'like a cuddle' when they notice that they lay down on the sofa to rest.
- The childminder increases children's awareness of their personal care needs from a young age. For example, she talks to children about what is in their nappy prior to changing them. Older children attend to their own toileting needs and know when they need to wash their hands. This helps them to develop their confidence and self-esteem.

## 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:**

- enhance opportunities for children to hear and use their home language
- refine the organisation of routine tasks to maintain children's engagement in their play and learning.

## Setting details

<b>Unique reference number</b>	123478
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10305425
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	21 February 2018

## Information about this early years setting

The childminder registered in 2000 and lives in St Albans. She offers care from 7.30am until 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3 and works with an assistant. There were no children present who were in receipt of funding at the time of inspection.

## Information about this inspection

**Inspector**  
Lorraine Pike

### 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 her evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors, and assessed the impact that this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and assistant at appropriate times during the inspection. She looked at relevant documentation, such as the childminder's and assistant's first-aid qualification.
- The inspector spoke to children during the inspection. She took account of the views of parents through the written feedback provided.

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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