

Childminder report

Inspection date: 17 May 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and settled. The childminder forms loving relationships with each child. Children share experiences from home and show a sense of belonging in the childminder's care. The children enjoy their time with the childminder, laughing and having fun. The childminder's consistent support and encouragement helps children to grow in confidence. Children feel safe and secure as they show the inspector around their setting, pointing out their favourite toys.

The childminder sets high standards for behaviour and teaches children the value of good manners. For example, children sit at the table for meals and say please and thank you. Children show kindness to each other. The childminder gives regular reminders to 'take turns' and explains why this is important. Children's behaviour is good and appropriate for their age. The childminder's approach to behaviour helps children develop social skills and understand expectations.

The childminder supports children in becoming independent. Children make choices, assist with tidying, and independently attempt tasks. The childminder is patient and adjusts support based on individual needs. For some children, she provides reminders, while for others, she uses hand-on-hand demonstrations. The childminder encourages children to try new things and celebrates their achievements, helping them build self-esteem and resilience.

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

- The childminder follows an ambitious curriculum that supports children in gaining the skills needed for future success. She focuses on building confidence, independence and social skills. The childminder plans next steps for each child with these curriculum goals in mind. She uses repetition and extends ideas to deepen children's understanding. The carefully sequenced curriculum builds on what children already know, ensuring they progress in their learning.
- Children benefit from a broad learning environment. The childminder promotes physical skills through both planned activities and daily routines. Young children skilfully use cutlery at lunchtime and enjoy playing games with tweezers and pom-poms. These activities help develop fine motor skills essential for self-help and early writing. Mathematics is naturally woven into play as the childminder consistently talks to children about numbers, sizes, and shapes. She encourages them to count, enhancing their mathematical understanding.
- Children show motivation to learn during their play. The childminder plans fun activities based on children's interests that help develop their skills or knowledge. Young children enjoy water play. They extend their activity by exploring which items float or sink. Children develop a 'can-do' attitude as they try new things. The childminder models making mistakes, teaching children to

try again.

- Outdoor activities play a significant role in the children's routine, contributing to their physical health while promoting a love for nature. Games, such as 'I spy' and nature hunts, encourage children to observe their surroundings. They learn about the world around them during visits to the farm. They learn about road safety on local walks, which helps children learn how to keep themselves safe.
- Healthy eating is a priority for the childminder. She promotes a balanced diet through snacks and meals. The childminder introduces children to various fruits and vegetables. She encourages them to try new foods and learn how to prepare different meals. This enhances their nutritional intake and creates a positive attitude towards healthy eating.
- Generally, children make good progress in their language development. The childminder uses regular stories and songs to introduce new vocabulary. However, sometimes, the childminder uses questions that only require a simple one word answer when speaking with children. This does not help children consistently use their developing vocabulary and language skills.
- Parents speak highly of the childminder, describing her as 'a diamond'. They value regular communication, which keeps them informed about their children's learning and experiences. The strong relationships between the childminder and parents ensure an open, trusting partnership that meets children's needs.
- The childminder sets high standards for the care and education she provides. She is passionate about her role and actively seeks to enhance her understanding of child development. For example, she recently enrolled in a 'Special Educational Needs Coordinator' level 3 course. This commitment to professional development helps the childminder stay updated with best practices and has a positive impact on outcomes for children.

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 teaching to provide children with more opportunities to develop their vocabulary further.

Setting details

Unique reference number	EY501489
Local authority	Hertfordshire
Inspection number	10335309
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	11 June 2018

Information about this early years setting

The childminder registered in 2016 and lives in Letchworth, Hertfordshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jody Taylor

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 childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum has been implemented and the impact that this has on children's learning.
- Parents shared their views of the setting with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024