

Childminder report

Inspection date: 24 October 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

Children feel secure, happy and valued in this nurturing, home-from-home environment where they are treated as part of the family. The childminder builds warm, trusting relationships with each child, creating a safe space for exploration and learning. She encourages children to express themselves, make choices and develop independence, instilling a sense of responsibility. Children feel empowered to make decisions that build confidence, such as choosing their sandwich fillings or deciding which books to read.

Clear behaviour expectations and gentle reminders help children develop resilience, politeness and respect. The childminder's positive role modelling encourages good manners and respectful behaviour. Children learn the importance of tidying up after themselves, developing good habits and caring for their environment.

Children enjoy various activities, from jumping in puddles to engaging in creative play. The childminder plans activities to support their development across all areas of learning while having fun. The childminder promotes healthy habits with balanced meals, good hygiene and regular outdoor play. She also supports children's fine motor development through activities that strengthen their hand muscles, preparing them for tasks such as using utensils and holding pencils. The childminder nurtures children's growth, independence and well-being, allowing them to thrive in a loving and supportive setting.

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

- The childminder has developed an ambitious curriculum focusing on the key skills and knowledge she wants children to learn. This ensures that each child is well prepared for their next stage of learning. The childminder's approach to planning considers each child's stage of development and what she wants them to learn next. She consistently sets suitable challenges that engage children and build their confidence, helping them to progress.
- The childminder supports children's language development well. She creates a language-rich environment, introducing new vocabulary and encouraging children to engage in back-and-forth conversations. By narrating activities and labelling objects, she supports children's communication skills and helps children to understand and use language in context. Recent communication training has helped the childminder to reflect on her own skills and look for areas of improvement. This proactive approach helps the childminder to continue to develop and improve the quality of education she provides.
- Mathematical concepts are woven seamlessly into everyday routines, supporting children's understanding of numbers, shapes and spatial awareness. The childminder ensures children develop a solid foundation in mathematics through

activities such as counting objects during play, recognising shapes and exploring positional language. Young children can confidently count to 10 and identify basic shapes, demonstrating their understanding through play. These practical, hands-on activities make learning enjoyable and reinforce children's mathematical skills.

- Children's interests play an important role in the childminder's planning. By incorporating themes such as dinosaurs, she captures children's curiosity and motivates them to explore and learn. Activities, such as reading about dinosaurs or playing in the garden with sand and water, become avenues for learning. The childminder skilfully extends these interests into educational experiences, keeping children engaged and ensuring that learning is relevant and enjoyable. However, the childminder does not yet best utilise questioning techniques to challenge children's thinking or encourage them to solve problems independently. This does not help to support their critical thinking and deepen their curiosity.
- The childminder builds a strong partnership with parents, providing guidance and support that parents value, especially during challenging times. Her clear and regular communication keeps parents well informed about their child's progress, allowing them to feel involved in their children's learning journey. By working together on goals, she helps create a consistent approach that benefits children at home and in her care, supporting their development and confidence.
- Cultural experiences are a key part of the childminder's activities, helping children understand and appreciate the world around them. The childminder celebrates events such as Remembrance Day and takes children on outings to community locations and local attractions. These experiences allow children to learn about different traditions and develop a sense of belonging. These activities build social skills, curiosity and respect for others, fostering a warm, inclusive attitude.

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 questioning techniques and develop more opportunities for children to solve problems, to support the development of critical thinking skills further.

Setting details

Unique reference number	149431
Local authority	Hertfordshire
Inspection number	10363809
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	2 to 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	10 January 2019

Information about this early years setting

The childminder registered in 1988 and lives in Letchworth. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jody Taylor

Inspection activities

- 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 curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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