

Childminder report

Inspection date:

7 February 2023

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children are delighted to be in the childminder's care in this home-from-home setting. On arrival, children love changing into their special slippers. They feel welcome in the childminder's home and show a sense of belonging. Children are extremely settled and have formed strong bonds with the childminder. Children benefit from a structured routine that follows their lead. For example, after snack time, children choose to explore the playroom, participate in a craft activity or rest after a busy day. The childminder plans a variety of activities based on the children's interests.

Children are well behaved and form special friendships. They giggle and share stories as they play. They teach each other the rules of their games and ask others to join in. The childminder has high expectations of children's behaviour, which helps them to learn right from wrong. For example, children tidy up their toys and use good manners.

Older children describe the childminder as 'fun' and 'kind'. They speak highly of their time in the setting, describing the activities as 'awesome'. They speak of feeling disappointed when they cannot attend and state, 'I begged my mum to let me come today.'

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

- Meaningful interactions between the childminder and the children help them to feel valued. The childminder shows a genuine interest in the children's lives. She asks questions and listens to their answers. The childminder creates time and space for all children to share their thoughts. For example, mealtimes are a social time, where each child has time to talk to the group if they want to.
- The childminder is enthusiastic and dedicated to her role. She creates an environment where children are happy and feel comfortable. The childminder supports children's well-being by considering each child's emotional needs. Her warm relationships with children allow her to notice when a child needs a cuddle or wants to talk. This results in children feeling safe in the childminder's care.
- The childminder is a positive role model for children. She consistently demonstrates good manners and kindness. Children mirror her positive attitude. As a result, children are respectful of each other. They listen when others are talking, follow instructions and help others.
- Children learn to be healthy as the childminder provides nutritious meals. She teaches them about eating a balanced diet through the meals she prepares. Parents praise the childminder for the successful way she promotes healthy eating. Children develop healthy habits as they remember to wash their hands

before eating.

- The childminder supports children with special educational needs and/or disabilities well. She works with parents to find the best ways to support the children in her care. The childminder skilfully adapts how she interacts with each child to meet their needs. This helps to ensure that all children are well cared for and thrive in the setting.
- The childminder has lovely relationships with the children's families. Parents speak incredibly highly of the childminder. They describe her as 'kind and attentive'. Parents praise the childminder for the way she cares for the children. They explain that she helps them to be healthy and supports their development well. Trusting relationships contribute to the wonderful care that children receive.
- The childminder understands the importance of communication. She shares relevant information between the school and parents. She provides weekly updates to parents, sharing photos and details of their children's experiences and activities. Parents describe the updates as a 'highlight of their week'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in the way she manages risk and keeps children safe. For example, younger children hold the childminder's hands when walking home from school. Robust risk assessments ensure that the home, inside and outside, is a safe and secure environment for children. The childminder knows the importance of keeping good records. She understands her responsibilities to report any concerns about a child to the relevant authorities. The childminder demonstrates an understanding of the signs and symptoms of abuse.

Setting details

Unique reference number	2608148
Local authority	Hertfordshire
Inspection number	10265068
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	4 to 8
Total number of places	6
Number of children on roll	16
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Letchworth Garden City. She operates from Monday to Friday, from 8am to 9am and from 3pm to 5.15pm, during school term time. She operates from 8am to 4pm, during school holidays.

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.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- 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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