

Childminder report

Inspection date:

15 September 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children demonstrate they feel happy and safe in the childminder's care. They move around the house with confidence, showing a strong sense of belonging. Children engage well in independent play and during activities the childminder plans for them. Older children draw detailed pictures, giving in-depth information on what the different aspects of their pictures are. Young children enjoy making marks with pens. They spend time taking off and replacing pen tops, showing strong hand-eye coordination.

Children are developing good independence skills, they readily tidy away toys when the childminder asks them to. They are keen to help with daily tasks, such as wiping the table. The childminder makes sure the spray cleaning solution is safe for children to use. Children enjoy being outdoors, where they spend time exploring with water and sand. The childminder adapts her teaching methods to each child's needs. For example, she supports children to understand number as they talk about quantity. At the same activity, young children explore space and shape as they find out what toys fit through a small hole. Interactions between children are positive and their behaviour is good.

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

- The childminder gets to know children well when they start with her. She adapts her settling-in procedures to meet each child's needs. The childminder makes sure children are feeling secure with her before introducing them to activities outside her home, such as toddler groups. She tracks the progress children are making and clearly identifies what they need to learn next. Children are making good progress.
- Children display strong communication and language skills. The childminder uses clear, simple language when interacting with young children. This enables them to understand instructions and they learn how to use words in the correct context. The childminder asks older children enquiring questions. This results in children using detailed, descriptive language, such as to give the story behind pictures they draw.
- Parents speak positively about the childminder. They state their children settle well with her and are very happy to attend. Parents say their children really benefit from the many different activities and outings they go on. Parents feel the childminder is very good at keeping them up to date with how children are learning.
- The childminder is keen for children to gain skills they need for their future education. Her teaching of mathematics is good. She counts with children as they play and encourages children to solve their own problems. Children are beginning to show an interest in letters and words. However, at times, the

childminder places too much emphasis on the names of letters rather than the sounds. Consequently, children are not prepared as well as they could be for reading and writing at school.

- Since the last inspection, the childminder has made highly effective changes to her learning environments. This results in children knowing where the toys they want are stored and they can access them independently. Children respect the organised environment by putting toys they have finished with back where they found them.
- The childminder understands the importance of working closely with parents to help them to support children's learning at home. She gains some information from them on what children are doing at other settings they attend. However, the childminder does not readily share her knowledge of children's learning with other key people, to promote further continuity in their learning.
- The childminder undertakes training and watches webinars on areas of practice she wants to further develop. This has a positive impact on her knowledge, practice and teaching skills. The childminder talks about her ongoing plans for her setting. This includes adding a mud kitchen and growing areas to her garden. This will further enhance the good outdoor learning opportunities already in place.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to recognise signs that children may be at risk of harm or extremist behaviour. She knows how to contact relevant agencies in her local area, to seek advice or to make referrals. The childminder has a clear safeguarding policy in place, which she bases her strong practice on. She shares her policies with parents to help them to understand how she keeps children safe. The childminder talks about other ways she keeps children safe, such as by regularly assessing risk in her home and having secure procedures in place for administering medicines.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- enhance the opportunities for children to hear letter sounds to support their early literacy skills
- develop closer partnership working with other settings children attend to promote continuity in their learning.

Setting details

Unique reference number	2617268
Local authority	Hertfordshire
Inspection number	10262166
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	1 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	18 October 2022

Information about this early years setting

The childminder registered in 2021 and lives in Letchworth Garden City. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Jill Hardaker

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in her evaluations.
- The inspector and childminder took a tour of the premises and discussed how she plans her curriculum and operates her practice.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her. They also discussed the needs of individual children and talked about the progress they are making.
- A sample of policies and procedures was looked at by the inspector, which included documents relating to the suitability of household members, safeguarding and complaints.
- The inspector took into account the written views of parents and discussed the childminder's reflections of her practice with her.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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