

Childminder report

Inspection date: 4 July 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are settled in the care of the childminder. They have good relationships with her. Children demonstrate that they feel safe and secure as they confidently explore the childminder's home and seek affection and interaction from her. The childminder offers a curriculum that is ambitious and is based on children's next steps and interests. She makes activities fun and supports children in making good progress at their own pace. The childminder provides activities she knows the children will enjoy. She tunes into children's interests with ease and adapts the learning quickly. For example, when younger children try to empty the storage boxes to climb into, she helps them do this. The childminder recognises this as an opportunity for children to practise their physical skills and to develop their muscle strength.

The childminder supports children to develop their independence. Very young children are beginning to learn how to put on their own shoes. The childminder has high expectations for children's behaviour. She models the behaviour that she wants to see in the children. She is calm and polite towards the children and is keen to listen to what they have to say. This helps them understand the rules of the childminder's setting and supports their learning.

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

- Since the last inspection, the childminder took swift action to address the actions raised. She has ensured all assistants and any household members have the appropriate suitability checks in place. Furthermore, she reflects on her practice well and understands the importance of keeping herself and her assistant up to date with any changes. She identifies and plans training they can complete together to help improve children's care and learning.
- The childminder supports children's personal, social and emotional development well. She gives lots of praise and encouragement. This helps to raise children's confidence and self-esteem.
- Children enjoy regular, well-planned outings in the local community. They visit farms and soft-play centre. This helps children to develop their confidence in a range of social situations and promotes their understanding of the wider world.
- The childminder is good at developing children's language and communication skills. For example, she sings songs and reads stories with children, which helps to extend their vocabulary. Children enjoy sitting with the childminder and listening to a story. Sometimes, the childminder's enthusiasm and playfulness results in her not fully pronouncing words correctly, to further support children's language development.
- Children learn about other cultures and special times of year. The childminder helps children understand what makes them unique. For instance, she provides

activities to help children to learn about different facial features, to teach them about similarities and differences between people.

- The childminder supports children to develop their fine motor skills and coordination. For example, children fit jigsaw puzzle pieces together with her support.
- Children learn the importance of washing their hands to prevent the spread of germs and illness. The childminder understands the need to provide children with a healthy balanced diet. She offers a range of snacks and teaches children about the importance of drinking water.
- The childminder supports children to learn early mathematical concepts. She builds counting into everyday routines. Furthermore, she helps children to think about the different shapes when they play with the shape sorter.
- The childminder has good links with the local pre-school and primary school. She understands the importance of sharing information about children with other professionals involved in their care. The childminder takes younger children on school runs. Children become familiar with the school environment and aware of their future surroundings.
- The childminder helps children to solve everyday problems. When children struggle to join trains together, she helps them to remember what they have done on previous occasions so that they can transfer that learning to new situations.
- Parents' feedback about the childminder is positive. They feel that their children enjoy their time with the childminder and are always happy to attend her setting. They value all the feedback they receive about their children's development.

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:

- demonstrate to children how to pronounce words correctly to support their language development even further.

Setting details

Unique reference number	2643859
Local authority	Hertfordshire
Inspection number	10331694
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 7
Total number of places	5
Number of children on roll	4
Date of previous inspection	15 January 2024

Information about this early years setting

The childminder registered in 2021 and lives in Letchworth. She operates all year round from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder occasionally works with an assistant. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Topham

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder talked to the inspector about their curriculum and what she wants children to learn.
- The inspector observed activities indoors and outdoors and assessed the impact these have on children's learning.
- The inspector took account of the views of parents through written feedback that was provided.
- The inspector observed the interactions between the childminder and the children
- The childminder provided the inspector with documentation to demonstrate her suitability.

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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