

Childminder report

Inspection date: 11 June 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children benefit from the childminder's fun, play-based approach. She provides a range of activities that interest the children. The childminder is tuned in to children's needs and is able to soothe and comfort them quickly when they are upset. These secure attachments build children's confidence to explore and have a go at experiences. There is a good focus on strengthening children's small muscles that they later need when they learn to write. Children use their hands to squish, mould and handle tools to manipulate play dough. The childminder encourages children to work together to stretch and shrink noisy popping tubes. She calmly nurtures babies to feed themselves with spoons and turn the pages of books.

The childminder skilfully helps children to develop their social skills and promote good behaviour in ways that are appropriate for their age and stage of development. When young children struggle to share toys, the childminder patiently explains how babies also need to have a turn. She models negotiation skills, using visual cues so children understand the alternatives. This helps children to begin to gain a very early knowledge of fairness.

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

- The childminder has made deliberate efforts to improve since her last inspections. She has made better use of available support to develop her understanding of the curriculum. The childminder has attended training in the local area and online. She reflects on her interactions and how to provide good-quality opportunities for children. For example, she observes and shares practice with other childminders.
- The childminder regularly observes and assesses children's development. She plans experiences that interest the children and helps them to achieve their next steps in learning. This helps to ensure that she is helping children to meet age-related expectations. However, at times, planned activities do not engage all the children. This means that older children do not receive the consistently good support in their learning because the childminder does not always adapt the activities well enough.
- The childminder knows the children well. She seeks out experiences that satisfy the natural activeness of the children who attend. The childminder takes them to soft play, play groups and the park to practise moving their whole bodies and negotiate different apparatus.
- The childminder fosters a 'can-do' attitude in children. She waits patiently while they try to put their own shoes on. Babies copy the older children by using their cutlery at mealtimes. This helps to develop children's confidence in their ability to tackle tasks independently.
- The childminder spends a lot of time speaking to children and having interesting

conversations with them, valuing what they say. She helps children hear a range of words to support their developing vocabulary. As the tubes make noises, she and the children delight in saying the word 'pop'. When children touch feely books, the childminder describes the textures as 'rough'. This helps children gain an understanding of the meaning of words in a purposeful way.

- Children explore the resources provided to their satisfaction and experiment with what they can do. For instance, babies spend time stacking cups. When they have stacked them in the wrong order, they try different-sized cups until they balance. However, the childminder does not always help to develop children's thinking and problem-solving skills.
- The childminder has good partnerships with parents. Parents report good communication with the childminder about their children and that they are aware of the different ways they can help their children learn at home. The childminder shares this during informal discussions and when sharing the development checks.
- Children are gaining an awareness of what contributes to a healthy lifestyle. The childminder provides healthy snacks. She embeds secure routines to help children form good personal hygiene habits. For example, children wipe their noses with tissues by themselves. The childminder helps young babies to wash their hands under a tap. They then know to put the used towel in the washing pile.

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:

- develop further the planning of activities so that children of all ages are equally well engaged during play
- enhance the opportunities for children to solve their own problems during play.

Setting details

Unique reference number	EY344544
Local authority	Hertfordshire
Inspection number	10306052
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 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	12 July 2023

Information about this early years setting

The childminder registered in 2006 and lives in Letchworth, Hertfordshire. She operates all year round, from 8.30am to 6pm, Monday to Friday, 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
Elke Rockey

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 they want the children to learn.
- The inspector talked to the childminder and children at appropriate times during the inspection and considered their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation of an activity.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of household members.

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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