

Childminder report

Inspection date: 12 December 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children embrace the outdoors and are warmly welcomed. They smile with delight as they eagerly explore the enticing activities. The appealing role-play kitchen inspires children's creativity and builds on their early literacy skills. They follow a simple recipe card to make mud pie, carefully adding the correct quantity of flower petals, teabags and soil. The childminder knows children very well. She offers to visit families in their own home prior to children attending to gain a full understanding of what children know and can do, and how she will meet their individual needs. The childminder uses this information to tailor settling-in sessions that help children to feel safe and secure and plan a meaningful curriculum that sparks children's awe and wonder. She introduces experiences that children may not access at home to widen their understanding and build on their knowledge. For example, children learn about the changing seasons during regular outings to the forest. They gather conkers and have fondly named the forest 'the conker garden'.

The childminder's enthusiasm for teaching immediately captures children's attention and they show a positive attitude to learning. Her effective use of questions challenges children to predict what is inside the bucket. Children learn mathematical concepts such as size and order as the childminder reveals models of Father Christmas hidden inside each other. The childminder teaches children to be independent individuals. She supports them to manage their personal needs at the self-care station, and they help to prepare their own snack. Children are consistently supported to build on their language skills. They sing out loud to their favourite songs and show a strong love of books.

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

- The childminder has a clear intent for the ambitious curriculum she provides. This focuses on providing children with the key foundations of development to support growth in all other areas of learning. This is very well implemented using aspects of the Muddy Puddle approach where children explore and connect with nature, predominantly in the richly resourced and inviting outdoor area of the childminder's garden. The childminder uses her assessments of children's development to inform a sequenced curriculum that precisely identifies what children need to learn next. This helps all children to make good progress.
- Children with special educational needs and/or disabilities (SEND) and those in receipt of additional funding are well supported to reach their potential. The childminder works in close partnership with a range of professionals and parents to implement carefully designed strategies that specifically address children's individual needs.
- Children are active and show that they adore being in the fresh air. They learn how to overcome adversity and swiftly develop good physical skills and

resilience. For example, they safely carry a sturdy crate to the bottom of the climbing apparatus so that they can reach up and climb onto the step. Children swiftly assess their own risks from a young age as they climb trees and negotiate space as they confidently transport soil in wheelbarrows. The childminder teaches children where food comes from. She provides children with nutritious home-cooked meals that help to broaden their tastes.

- The childminder is committed to continuing to build on her knowledge and skills. Since her last inspection, she has completed a relevant master's degree and specific training to meet the needs of children with SEND. She shares her expertise with any assistants she works with and other professionals who visit her home to observe her practice. Assistants benefit from regular supervisions, where there is an open culture of celebrating their achievements. However, the childminder does not always identify times or provide support during assistants' everyday practice to promote children's learning to the highest level.
- Children's behaviour is good and appropriate to their stage of development. Planned activities and interactions with children support them to understand the importance of sharing resources and taking turns. For example, children respond to the childminder's clear instructions to pass a textured toy worm to their friends when they have finished exploring it with their hands. During minor disagreements, the childminder sensitively reminds children to use their 'gentle hands'. However, the childminder does not always make strong use of daily occurrences to help children think about how they and others are feeling. This does not help them to form the foundations to regulate their own emotions.
- Parents praise the high-quality childcare experiences their children receive and highlight how much their children enjoy and are drawn to the outdoor environment. The childminder has developed trusting partnerships with parents. They feel fully informed about their children's achievements. Parents comment how they regard the childminder and any assistants she works with as an 'extension of their family', all of whom are 'caring and attentive'.

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:

- focus even more sharply on supporting assistants to raise the quality of practice to a consistently high standard
- make more use of situations that arise to help children to learn how to self-regulate their emotions.

Setting details

Unique reference number	EY409371
Local authority	Hertfordshire
Inspection number	10367551
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	0 to 4
Total number of places	24
Number of children on roll	16
Date of previous inspection	12 February 2019

Information about this early years setting

The childminder registered in 2010 and lives in Letchworth Garden City. She operates from 7.30am until 5.30pm on Monday to Thursday, and from 8am until 3pm on Friday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 7. She employs four assistants, of whom three hold a relevant qualification at level 3. The childminder provides government funded early years education for all eligible children.

Information about this inspection

Inspector

Lorraine Pike

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder, assistants and children at appropriate times during the inspection.
- The childminder and inspector carried out a joint evaluation of an activity, and they discussed their findings.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents spoken to on the day and their written feedback.

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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