

Childminder report

Inspection date: 7 January 2025

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	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy the time they spend with the childminder. They are keen to discover the toys and resources the childminder introduces and are eager to join in the activities. The childminder carefully guides children's explorations and activities to help incorporate focused teaching that supports their continuing good progress. There is a clear sequence of learning in the childminder's curriculum that reflects children's individual needs. For example, young children strengthen their hand muscles while they roll dough. They watch the childminder when she shows them how to use scissors to cut the dough. She uses words, such as 'snip', to describe the actions that children see, then they try for themselves. This helps children prepare for more complex cutting and their future early writing as they grow.

Children develop a love for books and stories. They enthusiastically use props to help tell traditional tales and match models of animals to pictures in a book about Arctic creatures. Children listen intently to the ambitious words and phrases the childminder reads and uses in her conversations, helping to support children's rapidly developing vocabulary. As a result, children become confident, articulate individuals.

The childminder explains why the simple rules she has put in place help children to begin to keep themselves and others safe. She encourages children to begin to share and take turns, helping them consider others. This contributes to children's good behaviour and positive attitudes towards others.

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

- The childminder makes use of the local environment and attractions to help enhance children's experiences. For example, children enjoy visiting a local farm park to find out about the creatures who live there. She takes advantage of open spaces. Children enjoy running on uneven ground, helping to strengthen muscles and to learn how to balance and coordinate their bodies. Young children visit local organised groups, giving them opportunities to build their personal development while they socialise, talk and interact with larger groups of children of a similar age. This helps support children's learning.
- The childminder encourages children from a young age to independently carry out self-care and simple tasks. For example, children rub soap on their hands and wash them before they eat. At snack time, children willingly help to chop soft fruit and have a go at removing the shell from hard-boiled eggs. The childminder talks about the foods children eat, helping them begin to have an awareness and understanding about health and nutrition.
- The dedicated childminder regularly refreshes and broadens her knowledge and understanding of how children learn and develop. She accesses a variety of

professional development opportunities that are purposefully selected, in order to support the cohort of children in the childminder's care.

- Parents have a good relationship with the childminder. The childminder gives parents regular updates on what children have been learning and about their day. Parents have access to a secure messaging service to help keep in regular contact. They send information about what their children have been doing at home and on their holidays. This assists the childminder to build on those experiences to help extend children's learning further.
- The childminder seeks parents' permission to find out what children have been learning in other settings that children also attend. Parents share newsletters and information with the childminder, allowing her to incorporate similar themes and interests that children develop in her own curriculum. This helps to create continuity in children's sequence of learning.
- The childminder provides a good balance between self-chosen and adult-initiated activities. This allows children time to repeat and to practise new skills to help consolidate what they know and understand. However, there are times when the enthusiastic childminder quickly steps in to show children what or how to do things. As a result, children do not always have sufficient time to optimise their thinking skills to help them solve problems in a creative way.

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:

- give children even more time to develop their thinking skills for themselves.

Setting details

Unique reference number	EY442201
Local authority	Hertfordshire
Inspection number	10367594
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 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	14 February 2019

Information about this early years setting

The childminder registered in 2012 and lives in Letchworth Garden City. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and provides government funded early education.

Information about this inspection

Inspector

Katrina Rodden

Inspection activities

- The inspector observed activities in the childminder's home. She spoke to the childminder and the children at appropriate times throughout the inspection.
- The childminder described her curriculum and how she organises her week to the inspector.
- The inspector observed teaching and interactions between the childminder and the children. The inspector and the childminder discussed the impact these interactions have on children's progress.
- The inspector looked at documentation relating to the suitability of the childminder and other household members and qualification certificates.
- The inspector read satisfaction questionnaires and testimonials written by parents. She took their views into consideration in her evaluation of the provision.

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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