

Childminder report

Inspection date: 26 February 2020

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 are confident and curious learners. They develop their thinking skills as they ask lots of questions. For example, they ask why the childminder takes her glasses off to read and what the words on packaging say. Children's literacy skills are supported well. They learn that printed words have meaning and they attend sessions at the library. Children enjoy frequent stories. They enthusiastically fill in key words in favourite tales and explain what is happening to the characters. Children younger than two years independently explore books in the cosy reading den. They invite the childminder to snuggle up beside them to share more stories. Their behaviour shows they feel comfortable and safe with her. Children settle quickly and their care needs are consistently well met.

Children's behaviour overall is good and age appropriate; they learn to share and say 'please' and 'thank you'. Children show affection to the childminder and their friends. They know the childminder's expectations for their behaviour. For example, children thoughtfully put lids back on pens, so they do not dry out.

Children attend local playgroups and benefit from other opportunities to further develop their social skills. For example, another childminder and children's friends come to play each week.

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

- The childminder completes training to constantly update her early years knowledge. She regularly networks with other childminders to share good practice, ideas, resources and information. The childminder evaluates her provision effectively and is committed to ensuring that children have highly positive experiences and outcomes.
- Partnership working is effective. The childminder works closely with parents from the beginning to thoughtfully support children's individual needs. She regularly reviews children's progress with them and shares ideas to help children to achieve their next steps in learning. The childminder gathers feedback from parents and carefully builds on children's learning at home. For example, she now uses some sign language that parents introduced to their children.
- The childminder places an effective focus on developing children's emerging speech and language skills. She introduces children to new words and their meanings. For example, she corrects their words to help children to learn that their toy car is a fire engine. She explains to older children that you can have trees but also woods and forests.
- Children develop their mathematical skills. They build a secure knowledge of numbers and counting as they match counters and cards in a memory game. They concentrate for long periods as they explore different ways of categorising

objects.

- The childminder understands how to develop positive and effective relationships with other professionals and settings that children attend, to further support children's development.
- The childminder is a good role model and talks to children about emotions. They are kind to their friends. However, she has not yet developed fully effective strategies to help children to manage their feelings and consider the impact their behaviour can have on others. As a result, at times, children are not as highly engaged in learning opportunities.
- Children talk about their families and people who are special to them as they celebrate key events, such as Valentine's Day.
- The childminder teaches children how to keep themselves safe, such as how to cross the road safely. They learn to treat the childminder's pet dogs kindly and to leave them alone when they go to sleep or in their bed. The childminder teaches children not to stroke dogs they do not know.
- The childminder promotes children's independence skills and encourages them to use tools and take appropriate risks. For example, children chop up bananas. She teaches them to eat fruit and vegetables to help them to grow strong and healthy. Children develop their understanding of the importance of good choices to support healthy lifestyles.
- Children enjoy regular trips to a local park. They develop their physical skills as they use play equipment and benefit from regular fresh air.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes training to ensure her safeguarding knowledge remains current. She explains how to identify children who may be at risk of harm, and clearly demonstrates her understanding of her duty to report any child protection concerns. The childminder is aware of changes to local reporting procedures. She has an effective working knowledge of how to take prompt and relevant action to help to safeguard children. She explains how to deal with an allegation against her or a family member. The childminder also understands the process to follow to raise safeguarding concerns regarding other childcare professionals.

What does the setting need to do to improve?

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

- support children to manage their feelings and develop their understanding of the impact their behaviour can have on others.

Setting details

Unique reference number	147710
Local authority	Hertfordshire
Inspection number	10070373
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 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	26 February 2015

Information about this early years setting

The childminder registered in 2000 and lives in Stevenage. She operates all year round from 8am to 6.30pm, Monday, Tuesday, Wednesday and Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Becky Williams

Inspection activities

- The childminder and the inspector looked around the childminding premises together. The inspector spoke to the childminder about how she arranges her early years provision and curriculum.
- The inspector looked at the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning. The inspector observed an adult-led activity and evaluated it with the childminder.
- At appropriate times during the inspection, the inspector spoke to the childminder and children.
- The inspector looked at relevant documentation and evidence of the suitability of adults living and working on the premises. The inspector held several discussions with the childminder.
- The inspector took account of parents' views through written feedback during the inspection.

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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