Childminder report

Inspection date:	13 March 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	Good

What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming environment for families. Children are happy and settle quickly in the mornings. Babies develop close bonds with the childminder and enjoy snuggling up to her for cuddles. Parents comment on the good relationship's children have with the childminder and say children are excited to attend the setting each day. Children are confident to communicate with each other and the childminder. They develop their language skills through singing, reading, and talking. Children have back and forth conversations, listening to others and sharing events that happen at home.

The childminder has good partnerships with parents and regularly shares information about children's care and learning. She shares information with other settings that children attend and ensures important messages are communicated. This provides continuity in children's learning.

Children behave well. The childminder encourages children to be independent. They enjoy learning to cut their fruit at snack time and take responsibility for their own personal hygiene routines. She uses these opportunities to praise children, developing their confidence and encouraging a positive attitude to learning. Children concentrate on tasks and keep trying when they face challenge. They demonstrate how they put their shoes and coats on and are confident to ask for help when needed.

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

- The childminder observes children and tracks their learning closely. She has a good knowledge of child development and identifies next steps for each child and plans appropriate learning opportunities to help them extend their knowledge and skills. For example, children develop their gross motor movements before refining fine motor skills, mark making and using a range of tools. This supports children to make good progress.
- The childminder prioritises children's language development. Throughout each day she sings with children a range of nursery rhymes. Children listen carefully and sometimes join in with the actions too. The childminder models clear, singular words for the youngest children and they begin to repeat back to her, gradually learning new words and developing their understanding.
- The childminder promotes good behaviour. For example, she praises children when they are helpful and when they try hard to learn a new skill. However, the childminder does not always support children to understand their emotions. She does not ask them to think about or help them understand how they are feeling when they become frustrated.
- The childminder teaches children about healthy eating. She provides nutritious

snacks and talks to children about the healthy and unhealthy options when playing with pretend food items. The childminder talks to children about visiting the dentist and the importance of brushing teeth.

- The childminder plans many trips out in the local community. Children visit the park and practice their gross motor skills. The childminder uses local toddler groups to provide children with further opportunities to socialise and practise important skills such as sharing and talking to others.
- The childminder teaches children mathematical language and weaves in counting throughout children's play. Children demonstrate how they can count confidently to 10. When building towers the childminder introduces new mathematical language based on measurement. Children compare taller and shorter objects.
- The childminder encourages children to select their own resources and make decisions about what snack they would like to eat. Sometimes, children are not able to make choices about playing outside, especially for those who enjoy learning outdoors.
- Children enjoy reading. The childminder provides a range of books throughout the setting and children enjoy choosing stories to look at independently. They turn the pages and talk about the pictures they can see. When the childminder reads to children she points out the pictures and children listen carefully.
- The childminder is reflective about her practice and can identify areas of improvement. She attends regular training to keep her knowledge up to date and chooses some training opportunities that are relevant to children who attend the setting. The childminder implements new ideas to extend children's learning opportunities further.

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 ways to help children understand their emotions and the consequences of their actions
- provide more opportunities for play the outside space, particularly for those children who prefer to learn outdoors.

Setting details

Unique reference number	149142
Local authority	Hertfordshire
Inspection number	10316812
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	8
Date of previous inspection	8 May 2018

Information about this early years setting

The childminder registered in 2001 and lives in Stevenage. She operates all year round, from 8am to 5.30pm on Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3 and provides funded early education for two-, three- and four-year old children.

Information about this inspection

Inspector
Vikki Reynolds

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the provision.
- The childminder spoke to the inspector about how she plans activities and tracks children's progress.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector carried out a joint observation with the childminder.

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.

If you are not happy with the inspection or the report, you can complain to Ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at https://reports.ofsted.gov.uk/.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2024