

Childminder report

Inspection date: 5 October 2022

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

Children are happy and settled in the care of the warm and friendly childminder. They play with blocks and smile as they balance and build. Children have a good relationship with the childminder and regularly check in with her for cuddles when needed. The activities are well planned, and resources are set out to reflect the interests of each child. As a result, children make good progress from their individual starting points.

Younger children are taught about the rules and routine in the home-from-home setting and their behaviour is good. They are kind to each other, take turns and share the resources. Children receive lots of praise and encouragement from the attentive childminder. For example, she tells them, 'Well done, that's amazing', which helps to boost children's self-esteem and self-confidence.

Younger children are motivated to play, explore and to make new discoveries. They explore a 'song bag' with the childminder and anticipate what the next song may be. Children delight in choosing a song to sing and laugh as the childminder sings it to them, while using the prop from the bag to support language. Children enjoy this and listen attentively to songs and rhymes as the childminder sings them.

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

- The childminder supports children's communication and language development well. She helps younger children to practise using a variety of sounds to support their speech. For example, the childminder says words, such as 'rattle' and 'baby' as they explore toys. However, at times, the childminder does not allow children the time to respond to questions that they are being asked. This does not give younger children the opportunity to express their thoughts and ideas to build on their communication and language skills.
- Mathematical language is used throughout play experiences with children. Younger children sit and enjoy the childminder counting their toys. The childminder repeats the numbers in order to embed learning. She introduces mathematical concepts, such as big and small and the children delight in showing her objects that she names for them. The childminder uses interactions that are appropriate to the age and stage of development of the child. She knows her children very well and uses this information to be able to move them on to the next stage of learning. Children are settled and willing to have a go. They guess the words of objects and are eager to receive praise, which the childminder gives in abundance.
- The childminder provides children with good opportunities to develop their early writing skills. Children who are more active use chunky chinks to make marks on the ground outdoors. They learn how to hold a pencil in their dominant hand

and are supported with this. Children delight in showing their creations to parents when they come to collect them.

- Children explore the local community with the childminder. She has identified the impact that the COVID-19 pandemic has had on children's social skills. As a result, children benefit from visits to playgroups, the farm, and local parks, where they socialise with others. The childminder makes use of the time outdoors to add learning opportunities. Older children spot the colours of doors on houses and numbers on lamp posts as they walk around. Younger children hear and repeat words about what they see around them.
- The childminder teaches children about keeping themselves healthy. They learn good hygiene routines, such as regular handwashing before eating. The childminder provides them with healthy snacks, and children independently access their drinks. Children are taught to use their manners from an early age. They say 'please' and 'thank you' with encouragement and are offered praise. Older children use these without being prompted.
- Parent partnerships are effective. The childminder works closely with them to exchange information about children's progress. Parents say how much their children love attending and how other parents and children feel like family. The childminder works closely with parents of new children when they first start, to find out about what children can do and their needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her responsibility to keep children safe from harm and how to protect them from risks. She is clear about the signs and symptoms of abuse and regularly attends online training to raise her understanding of the more complex issues affecting children. The childminder is also aware of her responsibilities should an allegation be made against her, or a member of her household. The childminder effectively risk assesses the premises to ensure that children are safe when in her care. She has clear procedures to ensure children's safety and regularly conducts fire drills with children so that they know what to do in an emergency.

What does the setting need to do to improve?

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

- give more opportunities and time for children to think about their responses to questions asked, to build on their early language development.

Setting details

Unique reference number	149177
Local authority	Hertfordshire
Inspection number	10234249
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	4 October 2016

Information about this early years setting

The childminder registered in 1994 and lives in Stevenage. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3.

Information about this inspection

Inspector

Amy Clarkson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of an activity completed by the childminder.
- Parents shared their views of the setting with the inspector.
- 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.

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 2022