

Childminder report

Inspection date: 16 February 2023

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

The childminder provides a homely environment for children to learn and explore. They are confident to independently select from a wide range of toys and resources available to them. For example, children eagerly gather plates, cups and play food to create picnics with the childminder. They focus and talk with excitement as they play, demonstrating that they are interested and engaged in their activities. The childminder is good at modelling language for children and introducing new vocabulary. She repeats new words frequently, such as the names of fruits and vegetables selected for the picnic, including 'courgette' and 'asparagus'. Children copy these words, increasing their communication and language skills.

Children enjoy daily outdoor experiences. This develops their physical stamina and gross motor skills. For example, during visits to the local parks, children practise climbing, jumping and balancing on challenging play equipment. Children visit the library and take walks along nature paths. This helps to broaden their experiences and they learn about the world in which they live.

Children have formed good relationships with the childminder. She is kind and gentle. Her nurturing approach ensures that children feel safe, secure and cared for. Children's behaviour is positive. For example, they say 'please' and 'thank you'. They learn to share toys, with gentle encouragement from the childminder.

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

- Children's individual needs are met well. The childminder gathers information from parents before children start, through successful settling-in sessions. The childminder uses her knowledge of how children learn and develop to provide purposeful play activities. She monitors children's progress through observations and ongoing assessments.
- Children make good progress with their mathematical development. The childminder continuously weaves mathematical vocabulary and concepts into their play. For example, the childminder challenges young children to identify colours and size as they play. She encourages children to count regularly.
- The childminder supports children to learn about the world. She provides exciting activities to develop their understanding. For example, children learn about Chinese New Year and welcome the 'Year of the Rabbit' as they create their own lanterns and musical instruments. Children recall the activities and comment 'that was fun'.
- The childminder encourages children to develop a love of books and reading. Children visit the library to choose new books with the childminder. The childminder provides a wide range of fascinating books, which offer children

more opportunities to learn about the differences in people, families and communities.

- Children are supported to develop their independence in preparation for school. They learn to use scissors safely and enjoy making marks with pencils as they draw and attempt to write their own names. The childminder has good links with local schools. She shares information about children's development when they transition to school. She also forms links with nurseries that children attend. This enables information about children's development to be shared, ensuring consistency and continuity of learning across the settings.
- The childminder supports children to develop healthy lifestyles. For example, older children take responsibility for their self-care, including using the toilet independently. Children enjoy fruit for snacks and they learn about eating food in moderation. However, the childminder has not considered how to teach children about oral hygiene and how to look after their teeth.
- The childminder attends mandatory training to update her knowledge on paediatric first aid and safeguarding. However, she does not seek further professional development opportunities to increase the quality of her practice to the highest level and to keep up to date with changes in the early years sector.
- Parents are positive about the care this experienced childminder provides. They say their children thrive with a good range of indoor and outdoor experiences. Parents are pleased that their children experience a variety of opportunities, such as craft activities and water play. They are grateful for the effective communication methods used to share information about their children's day. They comment that the childminder is 'always clear, honest and open'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection issues and understands her responsibilities to keep children safe. She is alert to issues such as extremism and female genital mutilation. She is able to recognise when a child may be at risk of harm and knows the local procedures to follow. The childminder maintains a safe home environment through daily risk assessments. She has attended first-aid training. The childminder understands how to manage and document accidents and injuries. Children learn to cross roads safely when out on walks.

What does the setting need to do to improve?

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

- teach children about good oral health and how to look after their teeth
- prioritise training and professional development opportunities to raise the quality of teaching to a higher level.

Setting details

Unique reference number	149225
Local authority	Hertfordshire
Inspection number	10262979
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 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	13 April 2017

Information about this early years setting

The childminder registered in 1994 and lives in Stevenage, Hertfordshire. She operates all year round, from 6.45am to until 6pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Rachael Small

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 her evaluation of the provision.
- The childminder and inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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