

Childminder report

Inspection date: 9 March 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

Children seem relaxed and happy in the childminder's home-from-home setting. Children invite the childminder to their play and show pride in telling her what they are doing. The childminder has a caring and kind nature, and as a result children seek comfort from her when needed. Children enjoy cuddles on the childminder's lap and hold their hands up signalling when they would like a cuddle with her. She reads books to them as they snuggle in her lap. Children enjoy singing and story time with the childminder, and they spontaneously sing rhymes as they engage in play.

Children behave well. The childminder reminds children of the rules within her house. Older children are taught to take turns as they play with blocks together. The childminder uses positive modelling and children respond well to this. The childminder uses praise to let all children know when they have made the right choices. The childminder encourages children to use good manners with each other and models the words 'please' and 'thank you' for younger children when handing toys to them. Children of all ages access the activities that are on offer and become close companions, who play together well.

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

- The childminder provides opportunities for children to be physically active. In the garden, they have access to ride-along toys and slides. Children get regular opportunities to visit parks and go for walks in the community. The childminder provides activities with scissors and pegs and talks to children about exercising their muscles in preparation for early writing.
- Children have lots of opportunities to choose what they want to play with. The childminder plans activities based around the children's interests. Resources are regularly changed to keep children engaged, and they can access their own toys and equipment from low-level shelving and floor-based activities.
- The childminder ensures that she knows what children already know and how to help them to make good progress. She speaks to parents when children settle to find out what children can do. The childminder knows the children well and confidently talks about what they are interested in. However, on occasion, activities are not differentiated to ensure that all children benefit from them, particularly younger ones.
- Children have lots of exposure to mathematical language and concepts. The childminder encourages children to count as they stick pretend eyes on their pictures that they have made. Children choose different lumps of dough during an activity and the childminder discusses whether it is 'heavy' or 'light'.
- The childminder encourages children to be independent and manage their own risks. Children unstack and help themselves to chairs during mealtimes. The

childminder reminds them not to walk with scissors when using them. Hygiene routines are consistent, and children understand the importance of a good hygiene routine. They anticipate handwashing during certain parts of the day, and the childminder talks to them about 'soap and bubbles' and 'washing and drying'.

- Children have regular opportunities to socialise with others. The childminder recognises the impact of the COVID-19 pandemic on children's social skills and speech. She takes children to regular groups where they can mix with children of different ages. The childminder encourages children to use more words during play. With babies and younger children she simplifies words and repeats babble back to them. With older children she adds new words as they play.
- The childminder is aware of the professional development opportunities that are available to her. She regularly attends webinars and courses through the local authority to develop her knowledge and understanding of how to best teach and support children in early years.
- Parents comment that they 'are glad they have found' the childminder. The childminder communicates regularly with parents to ensure that they know what their children are learning. Parents commend her on the communication they receive. Statutory checks are completed and shared with relevant professionals and parents.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a confident understanding of child protection matters. She knows the action she must take if she has concerns about children's welfare. She confidently discusses what action she would take if she suspected that a child or family were being radicalised. She attends training to keep up to date with safeguarding topics and how to identify the potential signs and symptoms of abuse. The childminder teaches children rules that keep them safe. For example, children sit at the table until their mouths are empty of food. This helps to prevent incidents of choking. The childminder completes required records and shares them with parents. This includes records of children's accidents, incidents and the first aid she administers.

What does the setting need to do to improve?

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

- differentiate activities so that they are purposeful and engaging for children of all ages.

Setting details

Unique reference number	149287
Local authority	Hertfordshire
Inspection number	10276539
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 12
Total number of places	6
Number of children on roll	7
Date of previous inspection	20 July 2017

Information about this early years setting

The childminder registered in 2000 and lives in Stevenage, Hertfordshire. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amy Clarkson

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 provider and has taken that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.

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