

Childminder report

Inspection date: 15 July 2022

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 experienced childminder is committed to providing good quality care and learning for the children. She develops close bonds with the children, ensuring they feel safe and secure in her care. They behave very well and know what the childminder expects of them. Children are familiar with routines. They wait patiently while they have sun cream applied and find their hats ready to play in the garden. Children form good relationships as they play alongside each other pleasantly and share resources. They are keen to learn and have positive attitudes. The childminder gently supports children when they encounter setbacks, which helps them develop resilience. As a result, children are confident and self-assured for their age.

There is a broad variety of toys and resources for the children to access independently. For instance, children become deeply engrossed as they play in the sandpit outside. They pour and scoop sand into different containers as they develop early understanding of volume. Children explore mark-making to develop their early writing skills. Toddlers delight as they see the marks they have made on a chalk board. They confidently explore the garden further and find new materials to make marks on, such as the wooden steps.

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

- The childminder has worked hard to improve her outside area since her last inspection. It is now inviting with lots of stimulating resources for children to access. The garden can be accessed freely for children that prefer to learn outdoors. The childminder plans a broad curriculum. She takes account of children's interests and what they need to learn next when planning activities. She works with parents when children first start to fully understand what their needs are. As a result, children progress well from their starting points.
- Children's communication and language is promoted at every opportunity throughout the setting. They learn through repetition, simple sounds, and the use of songs. For example, children learn the names of animals and their sounds and associate them as they play with toy farm animals. They sing songs about farm animals to embed the learning of new words. The childminder praises the children for their achievements when they get the words right. This helps raise their self-esteem.
- Parents speak very highly of the childminder. She works exceptionally hard to accommodate families' requirements for childcare. Cohesive working with other childminders ensures that shared care of children runs smoothly and efficiently. The childminder provides parents with daily updates and shares information about their children's learning and development. However, the childminder does not extend this for parents to support their children's learning at home.

- The childminder supports children to learn about the world around them and their own community. They visit parks and forests to learn about nature as they listen for birds and look at different trees. Children find out about people that help them as they spot fire engines and police cars that drive past them on their daily walks.
- The childminder supports children's enjoyment of music well. She provides opportunities for them to listen to music, sing and explore the sounds of percussion instruments. Children thoroughly enjoy these activities, as they shake bells and rattles. They learn a range of rhymes, which develops their language skills as they sing along to songs.
- The childminder has a good understanding of her responsibilities. She ensures all mandatory training is up to date, and enriches her knowledge with regular training sessions. Childminding networks provide opportunities for the childminder to share knowledge and ideas. This helps her to ensure the quality of her teaching remains at a high level. However, the childminder does not have effective self-evaluation systems in place to encourage contributions from parents to recognise areas for improvement.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a comprehensive understanding of how to safeguard children. She can confidently identify any emerging concerns about a child or adult and what procedures to take should she need to. Detailed policies ensure that the childminder has relevant and up to date information to access when required. Children are taught about safety at every opportunity. The childminder is particularly vigilant on ensuring children are aware of road safety. She uses back packs with reins to ensure children are safe on the walk to school. The childminder has a strong ambition to develop her robust knowledge further and hopes to develop a safeguarding advocate role within her childminding network.

What does the setting need to do to improve?

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

- provide parents with suggestions of how they can support their children's learning at home
- develop self-evaluation systems for parents to provide contributions.

Setting details

Unique reference number	149347
Local authority	Hertfordshire
Inspection number	10231695
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	12
Date of previous inspection	14 September 2016

Information about this early years setting

The childminder registered in 1998 and lives in Stevenage. She operates from 7.30am to 6.00pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Emily Woodhead

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 provider.
- The childminder had a discussion with the inspector about how the curriculum is organised and what they intend children to learn while in their care.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living and working in the household.
- Parents shared their views of the setting with the inspector.

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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