

Childminder report

Inspection date:

13 September 2022

Overall effectiveness	Good
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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 enjoy the time they spend in this warm, homely environment. The childminder has a gentle, nurturing approach, which supports children to feel safe and valued. Children develop secure attachments to the childminder. They cuddle up to her and enjoy stories on the sofa and seek her out for affection when tired.

Children show high levels of confidence. They proudly show visitors the structures they make out of building blocks. The enthusiastic childminder supports this by offering lots of praise for children's efforts.

Children make good progress in the setting. The childminder has a deep understanding of how children learn. She plans exciting learning opportunities based around what children enjoy doing. For example, the childminder uses children's interest in vehicles to support them in identifying various colours and shapes.

Children demonstrate high levels of curiosity. The childminder encourages this by supporting children to explore their ideas further. For example, when out on a walk, children notice new fruits on a plant. They observe the berries daily to see what they will grow into. Once the fruits are fully grown, children identify them as blackberries, which they then pick and bake with.

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

- The childminder reflects diligently on the care she offers. She identifies areas for improvement and adapts her practice where necessary. This enables the childminder to meet the changing needs of all children in her care.
- Children have a good understanding of essential hygiene routines. They know to wash their hands before meals and snacks and after completing messy activities. Children are learning about the importance of good oral hygiene. They explore the correct way to brush teeth using age-appropriate resources. The childminder supports them to understand the impact certain foods and drinks can have on their teeth.
- Children's communication and language development is well promoted. The childminder consistently speaks to children clearly and supports them to develop new vocabulary. She uses daily routines, such as mealtimes, as an opportunity to engage in high-quality interactions with children. For example, she encourages children to describe the various tastes and textures of their food.
- The childminder works closely with families from the start. Parents and children visit the setting several times prior to starting. They share vital information about children's routines and early experiences. This supports children to settle

swiftly in the childminder's care.

- Parents are very complimentary about the childminder and the care she offers. They value the high-quality information they receive about children's learning and development. Parents comment on how well the childminder prepares children for the routines of school.
- The childminder has high expectations of children's behaviour. Children are kind and well mannered. They offer help in tasks such as tidying up after activities. The childminder is a good role model. She is always polite and respectful towards children and adults.
- The childminder works hard to establish relationships with other professionals. She seeks out advice and ideas and uses this information to support children's learning. For example, she has recently implemented local initiatives to support children's speech and language development.
- The childminder monitors children's development well. She has secure knowledge of the children in her care, their abilities and future learning goals. The childminder plans activities aimed at enhancing children's knowledge, based on her careful assessments. For example, the childminder is focusing on children's communication skills. She encourages them to use hand puppets to narrate the stories they are exploring.
- The childminder supervises activities well. She interacts well with children, praising their achievements and efforts. For example, children are playing with magnets. The childminder role models new vocabulary and supports children to identify the colours of various objects. However, she does not always support children's learning beyond what she has planned.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of the signs and symptoms which could indicate that a child is at risk of harm. She clearly explains the procedure to follow when raising these concerns to the appropriate authority. The childminder completes all essential safeguarding and first-aid training in accordance with local authority requirements. She conducts regular, comprehensive risk assessments and supervises children well in the setting.

What does the setting need to do to improve?

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

- support children's development further by providing a more flexible approach to teaching during activities.

Setting details

Unique reference number	149356
Local authority	Hertfordshire
Inspection number	10234251
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	2 to 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	18 October 2016

Information about this early years setting

The childminder registered in 1995 and lives in Stevenage. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Antonia Campbell

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 and childminder discussed how the early years setting is organised.
- The inspector considered the views of parents by reviewing feedback letters.
- The inspector looked at relevant documents, including evidence of the suitability of all persons living at the premises.
- The inspector observed the interactions between the childminder and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with the childminder about the monitoring of learning and development in the setting and tracked the progress of children.

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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