

# Childminder report

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Inspection date: 29 January 2024

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder provides a warm, nurturing, home-from-home environment. Children are happy, confident, and well cared for by the childminder. As they arrive, children immediately become engrossed in interesting and well-presented activities. Children are keen writers and make meaningful marks. They show high levels of self-esteem as they proudly share what they have written with the childminder and visitors. Children benefit from an engaging curriculum which is highly focused on embedding new skills and knowledge. For example, children observe the childminder's newly born goldfish over time. They discover how they are black when born and eventually turn orange as they mature. The childminder is a positive role model and has high expectations of children's behaviour. Children eagerly help the childminder to tidy up items they have finished playing with. The childminder's praise motivates them to fully complete this task.

Children are imaginative and show a very caring nature as they take their favourite dollies on an adventure in the childminder's garden and summerhouse. The childminder's sensitive interaction in their play enhances their understanding of feelings. This motivates children to talk about how the babies are not feeling scared. Children develop an awareness of gender diversity because the childminder uses relevant moments to naturally incorporate different pronouns within children's play.

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

- The experienced childminder has a clear intent for children's learning. She implements an ambitious and broad curriculum that encompasses children's evolving interests. The childminder's ongoing and precise assessments of children's learning and development identifies what they need to learn next. She skilfully supports their good progress through planned and spontaneous interactions.
- Children relish the opportunities the childminder provides to be independent and carry out age-appropriate tasks, such as helping to prepare their own lunch. The childminder introduces children to mathematical concepts, such as simple fractions, as they cut their sandwich in half and quarters. Children are keen to count and talk about past and future events. However, the childminder does not always capture opportunities to challenge children's understanding of numbers and introduce methods to support their understanding of time.
- The childminder has strong working partnerships with other settings children attend. She consistently obtains and shares relevant information regarding children's learning and development. For instance, she follows the same approach to writing as the local nursery to support children to develop the key skills for starting school. Consequently, children receive consistent support from

both settings.

- Partnerships with parents is strong. The childminder includes parents in the assessments of children and is proactive in establishing effective communication. She shares ideas about how parents can help their child at home, to support children's progress. Parents comment how their children are very happy in the childminder's care.
- Children are physically active. They thoroughly enjoy creating different shapes with their body as they bounce on the trampoline. The childminder provides children with a good level of challenge to be independent and manage their own self-care, which children do with ease.
- Children express a strong love of books and demonstrate a good understanding that information can be obtained from them. The childminder helps to stimulate this strong interest by providing richly resourced learning bags that bring books alive, such as different types of toothbrushes and pretend teeth. This supports children's awareness of good oral health.
- The childminder is committed to her professional development. She completes training and regularly liaises with a network of local childminders where she shares and gains new ideas. Recent training has enhanced her awareness of why children need to take managed risks. The childminder has a wealth of professional publications and information to refer to and share with parents.
- The childminder builds on children's personal experiences that they may not access at home. Children learn about a wide and diverse world by researching different cultural backgrounds using the internet with the childminder. She also regularly takes children on bus and train journeys to different towns where they learn about various occupations.
- The childminder places a strong emphasis on enhancing children's language skills, and she introduces them to new words, such as 'serrated'. Her genuine interest in what children have to say and sensitive use of questions encourages children to use complex sentences.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

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

- strengthen children's mathematical skills further to develop a greater focus on numbers and time.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 149357                                                                            |
| <b>Local authority</b>                             | Hertfordshire                                                                     |
| <b>Inspection number</b>                           | 10308028                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 3 to 3                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 1                                                                                 |
| <b>Date of previous inspection</b>                 | 27 March 2018                                                                     |

## Information about this early years setting

The childminder registered in 1992 and lives in Stevenage. She operates from 8am to 4pm, Monday to Wednesday, all year round, except for bank holidays and family holidays. The childminder receives funding to provide early years education for children aged three years.

## Information about this inspection

### Inspector

Lorraine Pike

### 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 childminder.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector joined the childminder on a walk to the local school to collect children and spoke to their nursery teacher.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The inspector spoke to children during the inspection and took account of the views of parents through written feedback provided.

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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