

Childminder report

Inspection date:

21 November 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 spend interesting and enjoyable days with the childminder. She offers an extremely welcoming and homely environment for children. They clearly demonstrate that they feel happy, safe and secure with her. Children enjoy her cuddles, comfort and reassurance. This helps them to feel valued and welcome in her home. The childminder has very effective settling-in procedures and children quickly form strong attachments with her. Children behave very well, and the childminder is a very good role model. She helps children to understand different emotions. For example, when they want the same toys, the childminder sensitively helps children to share them.

Children receive lots of praise for their efforts and achievements. This develops their self-esteem and motivates them to continue to persevere at their chosen task. For example, they concentrate well, as they persevere to peel the backing off their animal stickers. Other resources, such as crayons, paint and dough help to strengthen their hand muscles in preparation for future writing. Children are enthusiastic learners and become absorbed in their play. They independently select the toys and resources that they want to play with. Children listen attentively to stories. They learn to count, recognise numbers and colours and independently manage their personal care needs. Consequently, children are very well prepared for the next stages of their learning, including starting school.

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

- The experienced and dedicated childminder clearly enjoys her role. She ensures that children feel comfortable and emotionally secure. When children start attending, she gathers information from parents about their routines and what they already know and can do. She uses this information to plan experiences and activities that interest children and help them to make progress in their learning and development.
- Children regularly visit local playgroups where they participate in art and crafts, listen to stories and sing songs and rhymes. This provides opportunities for them to interact with other children, make friends and develop their social skills. The childminder is clear about the skills she wants children to learn, and provides them with many opportunities to practise them. For example, she encourages children to hold their pencil correctly to help to develop their early writing skills
- The childminder supports children's speech and language development very well. She repeats words so that children can hear the correct pronunciation. The childminder constantly talks to children, asking them questions and helping them to recall previous activities and experiences. For example, when looking at photos, they excitedly talk about when they touched a snake at the farm.
- Parents describe the childminder as 'caring, attentive and incredibly flexible'.

They appreciate the variety of outings their children enjoy, such as to the farm, park, woods and soft-play centre. The childminder shares information about the children through daily discussions and photos. She offers ideas about how parents can support their children's learning at home. The childminder works well with other settings that children attend. They share relevant information with each other to provide continuity in children's care and learning.

- The childminder encourages children to enjoy their local community. They listen out for sirens, and learn about the people who help them, such as fire and police officers. Children are very curious and love to explore. For example, they are fascinated by the empty snail shells they find in the woods. They collect logs and sticks to make a 'camp'. Opportunities such as these help children to develop their understanding of the wider world and build on their physical development.
- Children learn about healthy lifestyles. For example, they learn to make healthy choices and enjoy eating fruit at snacktime. Children follow good hygiene procedures and wash their hands independently. They rest when needed and have daily opportunities for physical play outside in the fresh air.
- The childminder keeps up to date with mandatory training and takes advantage of all opportunities to further her knowledge and develop her practice. She uses questionnaires to gather parent's views of her provision. This information helps to ensure that she continues to offer high-quality care and education.
- Overall, children make good progress. The childminder knows the children well and can confidently talk about their capabilities. She plans a wide range of exciting activities to support their learning and is clear about what she wants children to learn. However, the childminder does not always make the most of opportunities that arise to fully extend and challenge children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her duty to promote children's safety and welfare. She regularly attends safeguarding training to keep her knowledge up to date. The childminder knows who to contact should she have any concerns. She is knowledgeable about issues that can affect children, such as extreme views and behaviours. The childminder supports children to understand how to keep themselves safe. For example, they take part in regular fire drills. All policies and procedures are shared with parents to ensure that they understand her commitment to promoting their children's welfare.

What does the setting need to do to improve?

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

- make more effective use of spontaneous opportunities to extend and challenge children's learning.

Setting details

Unique reference number	149385
Local authority	Hertfordshire
Inspection number	10234252
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	0 to 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	21 November 2016

Information about this early years setting

The childminder registered in 2000 and lives in Letchworth. She operates Monday to Friday, from 7am to 5pm, all year round, 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

Jacqui Oliver

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 setting.
- The childminder showed the inspector the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The childminder shared a sample of documents with the inspector. This included evidence about training, and the suitability of those living on the premises.
- The inspector observed children and the childminder taking part in activities and assessed the impact this has on children's learning. The inspector and the childminder reflected on a learning experience for children.
- The inspector took account of the views of parents from 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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