

Childminder report

Inspection date: 11 February 2020

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 settle well. Parents say children enjoy their time with the welcoming childminder and benefit from wonderful relationships with her. Children's good behaviour demonstrates they feel safe and secure. The childminder's warm and caring manner shows children they are special to her. Children enjoy regular trips to library sessions, local playgroups, parks and soft-play areas. They benefit from regular fresh air and exercise.

Children become increasingly independent from a young age. For example, they concentrate and work out how to get their heel out as they take their shoes off. Unprompted, children persevere as they adjust their inside out sleeve, so their coat is ready to put on again next time. They practise using buttons as they dress dolls. Children develop their thinking skills and clearly demonstrate a positive attitude to learning.

Children's language skills are promoted extremely well. They continually learn new words and expand their vocabulary. Children know many animal names, such as reindeer and zebra. They can describe animals that they do not know the name of yet. For example, children say 'big black cat' for a panther. Children quickly become confident communicators.

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

- The experienced and qualified childminder clearly demonstrates that she is committed to supporting children's education and preparing them for the next stage in their learning. She thoughtfully plans engaging activities tailored to children's interests and next steps in learning. The childminder carefully builds on children's earlier learning and experiences. For example, she explains that green is the same colour as the grass. She regularly checks children's understanding of new concepts and gives them plenty of time to think and respond. Children make strong progress.
- Children explore printing with shapes cut into vegetables and paint. The childminder teaches them the names of shapes and they practise saying these new words, such as 'rectangle'. Later they talk about what they have done. Children clearly and correctly explain the shapes they used in the different-coloured paints. They build secure foundations in learning and develop their mathematical skills.
- Children develop a love of books. They choose books they want to read and thoroughly enjoy listening to the stories as the childminder reads. She reads in an engaging manner and they carefully listen to her. The childminder encourages children to say key phrases from popular tales. However, she does not always make the most of opportunities to further develop their

understanding of stories.

- The childminder works closely with parents. She ensures that she gathers detailed information from parents as children start attending. The childminder uses this information to help her ensure children's care and learning needs are met from the beginning. She regularly reviews children's progress with parents. The childminder understands how to develop effective working relationships with other settings that children attend. However, she does not always gather enough detailed information on children's next steps in learning to fully promote continuity in their development.
- The childminder uses praise well and helps to build children's growing confidence. She talks about their achievements and praises their attempts.
- Children learn how to keep themselves safe and healthy. For example, they explain that they need to wash their hands after using tissues. The childminder gives children consistent and clear messages to support healthy choices for active play and screen time. Children develop their physical skills and learn to keep themselves safe as they competently climb the steps and sit down to use the slide safely.
- The childminder attends training to ensure her early years knowledge remains current. For example, she is aware of recent changes to guidelines. The childminder evaluates her provision effectively and gathers feedback to help shape further improvements. The childminder thoughtfully adapts her provision to support the particular needs of children in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures she keeps her safeguarding knowledge current. For example, she is aware of recent changes to local safeguarding reporting procedures. The childminder confidently explains the types of abuse and how to identify the signs and symptoms that may indicate a child is at risk of harm. She also understands wider safeguarding concerns, such as online risks and types of bullying. The childminder is clear on her responsibility to report any safeguarding concerns about children or concerns about other childcare professionals. She understands the procedures to follow to deal with any allegations made about her.

What does the setting need to do to improve?

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

- provide more opportunities for children to extend their understanding of stories and develop their literacy skills even further
- strengthen the links with other settings that children attend, to fully promote continuity in children's learning to help them make even stronger progress.

Setting details

Unique reference number	149436
Local authority	Hertfordshire
Inspection number	10059376
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	22 January 2015

Information about this early years setting

The childminder registered in 1992 and lives in Baldock. She operates all year round from 8.15am to 5.15pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Becky Williams

Inspection activities

- The childminder and the inspector looked around the childminding premises together. The inspector spoke to the childminder about how she arranges her early years provision and curriculum.
- The inspector looked at the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning. The inspector observed an adult-led activity and evaluated it with the childminder.
- At appropriate times during the inspection, the inspector spoke to the childminder and children.
- The inspector looked at relevant documentation and evidence of the suitability of adults living and working on the premises. The inspector held several discussions with the childminder.
- The inspector took account of parents' views through written feedback during the inspection.

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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