

Childminder report

Inspection date: 16 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and settled. The childminder has a warm nature and interacts sensitively with them. This helps children to feel comfortable in her care. The childminder clearly communicates her expectations with children, and they readily follow the instructions she provides to them.

The childminder promotes interactions between children, acting as a positive role model for them. This supports the children to form meaningful bonds with one another. The childminder involves all children in special occasions. For instance, she asks older children to help their friends open presents when it is their birthday. This supports all children to feel valued and included in what happens at the childminder's home.

The childminder follows children's lead as they play. She responds to the youngest children's cues and uses what she knows about children to build on their learning. For instance, she sings nursery rhymes about farm animals when children use animal names and sounds in their play. This results in children having good levels of focus and engaging well in the activities on offer.

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

- The childminder now has robust processes in place to record and monitor all areas of her provision, such as any accidents or injuries that occur. Relevant information is clearly communicated with parents. The childminder recognises how to use the information she gathers effectively. For instance, she uses this to help identify any possible issues in relation to children's development. This good oversight helps the childminder to assure children's welfare.
- The childminder has strong relationships with staff at other settings children attend. She confidently discusses information with them, including communicating with them about the safety of the wider school community. The childminder finds out about what children are learning at other settings and uses this information to plan opportunities for children to build on this learning further. This provides children with consistency between the different settings they attend.
- The childminder recognises the importance of developing children's communication and language. She speaks to children clearly, repeating words back to them so that they can hear how to pronounce words accurately. However, she does not consistently make best use of opportunities to build on children's language further. For instance, she asks children questions that require a simple answer, rather than encouraging them to join multiple words together or share their thoughts and ideas in more detail.
- Parents are happy with the service the childminder provides. They feel well

informed about the progress their children make. The childminder holds regular discussions about the children's time with her. She gathers relevant information from parents to support her to provide children with learning opportunities that interest them.

- Professional development opportunities help the childminder to build on her already good knowledge of how young children learn. She explores topics online that she has a particular interest in. The childminder takes children on outings, such as to the local toddler groups, where she networks with other childminders. Children benefit from attending these groups, where they develop their social skills with a wider group of other children.
- The childminder has clear intentions for children's learning. She recognises children's varying stages of learning and skilfully differentiates her interactions with children to support their needs. The childminder regularly tracks children's progress and uses her findings to identify appropriate and achievable next steps for their learning.
- Children benefit from the childminder's strong focus on safety. Older children walk sensibly with the childminder when they return from school nursery, chatting to her about what they have been doing during the morning while they walk. The childminder explains to younger children why the rules she has are in place. This helps them to develop an understanding of how to keep themselves safe.

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 opportunities for children to build on their communication skills and share their thoughts and opinions.

Setting details

Unique reference number	149593
Local authority	Hertfordshire
Inspection number	10277500
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 12
Total number of places	6
Number of children on roll	16
Date of previous inspection	17 January 2023

Information about this early years setting

The childminder registered in 2000. She lives in Hitchin, Hertfordshire. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Jenny Hardy

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The inspector read written feedback from parents and considered their views.
- The inspector observed the childminder interacting with children. She discussed these interactions with the childminder.
- Children interacted with the inspector at appropriate times throughout 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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