

Childminder report

Inspection date:

17 January 2023

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy exploring the many activities and resources that the childminder provides. The childminder plans interesting activities, which focus on children's individual learning needs. For example, children enjoy group music sessions, which support their social development.

The childminder supervises children well. She interacts with children in their chosen activities to support their development and safety. However, the childminder does not ensure that vital information regarding children's welfare is easily accessible. Furthermore, information detailing accidents, injuries and the administration of medicines is not recorded in the manner outlined in the childminder's policies and procedures.

Children demonstrate that they feel secure in this nurturing environment. They form close bonds with the childminder, who is extremely attentive to their emotional needs. For example, when children feel nervous in new situations, the childminder is swift to offer reassurance and affection.

Children show high levels of curiosity during their play. The childminder supports this by asking age-appropriate questions during activities. She allows children time to respond and test their theories. For example, children are curious about how binoculars work. They guess which end to look through to make objects look larger or smaller. The childminder then encourages children to have a go and see if they are correct.

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

- The childminder seeks regular feedback from parents. She uses this information to inform her planning and provide flexible care for families. However, the childminder does not reflect thoroughly on all aspects of her practice. This means that she is not always able to identify weaknesses in administrative procedures.
- Children are learning to be independent. The childminder supports this by encouraging them to complete age-appropriate tasks. For example, children help to prepare snacks by cutting up various fruits. However, when children use equipment incorrectly, the childminder does not consistently support their understanding of why these actions may be hazardous.
- Children have plenty of opportunity for outdoor play. They explore a variety of age-appropriate play equipment in the secure garden. Children enjoy regular trips to parks and enjoy exploring the environment. For example, children recently hunted for various snowmen statues hidden around the local area.
- The childminder monitors children's development well and completes

assessments to a high standard. This supports her to keep her knowledge of children's abilities up to date. The childminder regularly shares her findings with parents, allowing them to continue children's learning at home. This supports children to make good progress.

- Parents are complimentary about the childminder and the care she offers. They comment on how children look forward to attending and enjoy the time they spend with the childminder. Parents deeply appreciate the childminder's nurturing approach. They acknowledge how this enables children to settle swiftly in her care.
- Children behave well in the setting. They are polite and follow instructions promptly. The childminder encourages these positive behaviours with lots of praise. For example, children delight at the applause and cuddles they receive when they help to tidy up before lunch. The childminder is a positive role model. She consistently demonstrates good manners and is polite and respectful towards children and adults.
- The childminder demonstrates good knowledge of how children learn. She plans engaging activities based upon their interests. For example, children are excited to identify shapes they create in a modelling dough activity. In sessions of free play, the childminder applies her in-depth knowledge of individual children. She skilfully adapts her teaching to support children in their chosen activities.
- Children's learning is well sequenced. The childminder provides age-appropriate activities, which build upon what children can already do. For example, babies and toddlers explore simple peg puzzles and the textures in sensory books. Older children confidently complete more complicated puzzles and enjoy a variety of storybooks.
- The childminder supports children's mathematical development well. She uses children's daily routines to develop their understanding of concepts such as size and shape. For example, at lunchtime, children count various fruits and place them in order of size.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms that could indicate a child is at risk of harm. She demonstrates sound knowledge of the process to follow when reporting concerns to the appropriate authority. The childminder completes regular first-aid and safeguarding training. This ensures that her knowledge remains up to date with changes in legislation. She completes regular risk assessments of her home and supervises children well during activities.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure all records relating to children's safeguarding and welfare are easily accessible and kept in accordance with the childminder's policies and procedures.	28/02/2023

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

- enhance methods of evaluation in order to identify areas of improvement within your practice
- develop children's knowledge of personal safety by supporting them to explore why certain actions can be hazardous.

Setting details

Unique reference number	149593
Local authority	Hertfordshire
Inspection number	10263476
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	3 May 2017

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 Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Antonia Campbell

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 provider and has taken that into account in their evaluation of the provider.
- 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 several 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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