

Childminder report

Inspection date: 8 March 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and relaxed. They enjoy warm interactions with the childminder and her assistant. Babies giggle with delight as they play a game of peek-a-boo with the assistant. They thoroughly enjoy listening to the childminder sing them their favourite nursery rhymes and begin to join in with the actions. Children are curious. They add sand to a shallow bucket of water and are fascinated by how it changes in colour and texture. Children use small tools to scoop sand and soil into containers. This helps to develop the small muscles in their hands in preparation for writing. Children express an interest in books. They confidently help themselves to their favourite stories and listen intently as the assistant reads these with enthusiasm. Children excitedly match the cards to the monsters in the story and begin to name the emotion they represent. This helps children to understand and express how they are feeling.

Children have a strong awareness of how to keep themselves safe when walking in the local community with the childminder. They know to hold the childminder's hand and walk on the side that is furthest away from the road. Children take pride in helping the childminder to assess when it is safe to cross the road.

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

- The childminder introduces children to descriptive words, such as 'scratchy' as they make a circular motion with a metal kitchen utensil on a wok. She provides children with a commentary of their actions as they play. The childminder repeats what children say to help them learn the correct pronunciation of words. She consistently responds to babies' babbles, helping them to learn the pattern of conversations.
- The childminder provides children with a wealth of rich opportunities to learn and explore the natural world. Children plant and care for fruit and vegetables in the childminder's garden. They harvest them when ready. The childminder uses these in the healthy range of home-cooked meals she prepares for children. This encourages children to develop a wider range of tastes. Regular visits to the local nature reserve inspire children to use their senses to investigate fallen pinecones, wade through long grass and search for bugs. Children learn about the life cycle of frogs, observe newts and have fun jumping up and down in the shallow river to create big splashes.
- The childminder makes the most of spontaneous opportunities to help children to learn about the wider world. Children notice a large construction lorry scooping up soil. The childminder ensures that children have time to observe how the builders operate the vehicle. She uses clear explanations to enhance children's knowledge of different occupations, such as a crossing warden.
- The childminder and the assistant work very well together. They consistently

share information about children's progress and evolving interests. The childminder uses this information well to plan meaningful learning experiences that motivate children to build on what they know and can do. Children's behaviour is good. They receive clear messages about the childminder's expectations.

- Parents are very happy with the service the childminder provides. They are fully informed about their children's achievements and value the ideas they receive to support their children's learning at home. However, the childminder has not yet forged strong partnerships with other settings that children attend. She does not share thorough information about children's learning and development to fully support their continuity in learning.
- The childminder works with some parents to seek key words in children's home languages. However, this is not consistent for children who speak more than one language. Therefore, the childminder is not able to make the most of opportunities to use words in children's home languages to fully support their play. The childminder works in partnership with parents and external agencies to effectively support children with special educational needs and/or disabilities to make good progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the signs and symptoms that may indicate that a child is at risk of harm. She knows the actions to take should she become concerned about children's welfare. The childminder and her assistant attend regular safeguarding training. They keep up to date with legislation. The childminder has robust procedures in place to ensure that children are only collected by authorised individuals who have been given permission to do so. She demonstrates a clear awareness of what could make a person unsuitable or disqualified from working with children, enabling her to further promote 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:

- strengthen partnerships with other settings that children attend to effectively support children's continuity of learning
- enhance opportunities for children to develop and use their home languages.

Setting details

Unique reference number	149628
Local authority	Hertfordshire
Inspection number	10127055
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	12
Number of children on roll	12
Date of previous inspection	10 May 2016

Information about this early years setting

The childminder registered in 1999 and lives in Hitchin. She operates from 8am until 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder works with an assistant and holds an appropriate childcare qualification at level 3. She receives funding for children aged four years old.

Information about this inspection

Inspector
Lorraine Pike

Inspection activities

- This was the first routine inspection the provider 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 observed the quality of teaching during activities indoors and in the childminder's garden. She assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder and assistant at appropriate times during the inspection. She looked at relevant documentation and evidence of the suitability of the childminder's assistant.
- The inspector talked with children during the inspection. She took account of the views of parents through written feedback provided and discussed with the childminder how she reflects on the service she provides.
- The inspector joined the childminder on a walk to collect children from a local nursery school.

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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