

Childminder report

Inspection date: 11 May 2023

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 demonstrate their positive relationship with the childminder as they separate easily from their parents when they arrive. They seek emotional reassurance from the childminder as they hold her hand. This shows that they feel safe and secure. The childminder is a positive role model for children, who learn to be kind and caring. Children learn about the rules to keep themselves safe, which are consistently reinforced by the childminder. The childminder values good manners and praises children when they say thank you, encouraging them to be polite. As a result, children's behaviour is good.

Children have good opportunities to develop their fine and gross motor skills, which they regularly practise. For example, the childminder carefully guides children to use knives safely when they prepare their own snack. Children have regular opportunities to be physically active to help promote their good health. In the garden, children play cooperatively as they build walls with soft bricks. They enjoy throwing and catching games with the childminder. This helps to enhance their hand-eye coordination. To further promote children's healthy lifestyles, the childminder encourages children to regularly wash their hands. She teaches children about the importance of good oral health. Children listen to stories about going to the dentist, and they brush the teeth on the large-mouth models.

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

- The childminder implements a curriculum that aims to prepare children for future challenges, such as being ready for pre-school. She has a good understanding of how children learn and what skills and knowledge they need to be successful. She uses information to identify children's starting points during initial visits. This enables the childminder to plan a curriculum that is sequenced and designed to support the children's individual next steps. As a result, children develop a good range of skills and knowledge that span the seven areas of learning. They have regular opportunities to practise and embed skills, such as becoming independent in their self-care.
- Children show a keen interest in books and enjoy stories read to them by the childminder. They engage in activities that develop their fine hand movements, such as peeling stickers and drawing with paint pens. This helps prepare children's pre-literacy skills.
- Children's communication skills are developing well. The childminder engages children in conversations that recall their past experiences. For example, children look at photos of their time visiting a nearby pond and recall the insects they saw. They learn new words, such as 'tadpole' and 'frogspawn', which helps to widen their vocabulary.
- The childminder supports children's mathematical development as they regularly

count and identify colours. For example, children recall that on a traffic light, green means go and red means stop. However, the childminder does not provide enough opportunities for children to extend their mathematical knowledge further, for example about capacity, quantity and measure.

- The childminder makes good evaluations of activities to plan more precisely for the children's next steps and promote even better outcomes in their learning. The childminder updates her knowledge and skills regularly by attending training. She is part of a local childminder's group where she shares good practice with other professionals.
- When children are preparing to move on to pre-school, the childminder completes transition forms to share with their new teachers. However, the childminder does not regularly communicate with staff from other settings that children attend when the care is shared. As a result, some information about children's learning and development is not regularly shared to further support consistency in their learning.
- Parents feel their children are safe and secure in the childminder's care. They have regular opportunities to discuss their child's development and how to support their learning at home. The childminder has developed effective relationships with all parents, who speak about the positive impact she has had on their children. They say the childminder is warm and caring, feels like part of the family and 'helps children to be kind and sweet with each other'. This shows parental partnerships are effective.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of her responsibilities to safeguard children. She knows of the signs and symptoms that indicate a child may be at risk. This includes safeguarding issues such as radicalisation or extremism. The childminder knows the correct procedures to follow and who to contact if she has concerns about a child's welfare. The childminder maintains a safe home environment and completes daily checks on resources and equipment. She ensures that her professional development is kept up to date, including safeguarding knowledge and first-aid training. The childminder implements effective policies and procedures that are relevant to her setting.

What does the setting need to do to improve?

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

- expand on ways to broaden children's mathematical vocabulary and knowledge to enhance their emerging mathematics skills even further
- find ways to develop partnerships with other settings which children also attend, to provide the best possible support for children's learning and development.

Setting details

Unique reference number	149638
Local authority	Hertfordshire
Inspection number	10285409
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	5 October 2017

Information about this early years setting

The childminder registered in 2001 and lives in Hitchin, Hertfordshire. She operates all year round from 8.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early years education for two-, three- and four-year-old children. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Rachael Small

Inspection activities

- This was the first routine inspection the childminder has received since the COVID pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the provision.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- A joint evaluation of a teaching activity was carried out by the inspector and the childminder.
- Parents shared their views on the setting with the inspector.
- The inspector looked at a sample of relevant records and documentation. This included evidence of suitability and training.

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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