

Childminder report

Inspection date: 8 July 2024

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 are happy and content in this warm and inclusive home-from-home setting. Tailored settling-in sessions ensure children swiftly feel relaxed and safe, as they build attachments to the childminder before they start. The childminder uses a gentle and reassuring voice and joins in their play which encourages children to independently explore the activities and resources on offer. Children who are new to the setting develop friendships easily. They develop kind behaviours and learn to accept the needs of others when the childminder introduces turn taking games. These interactions promote children's well-being and builds their confidence and motivation to learn purposefully through play.

Children frequently demonstrate good knowledge of keeping themselves safe. When the childminder reminds young children not to put small objects in their mouth, older children tell their peers it is because they may choke on them. Children develop a love of reading and independently read books for fun. Regular trips the childminder takes them on, enhance and bring animal themed stories to life, when they share fond memories of a recent farm trip. Children develop their vocabulary as the childminder introduces new words in context. The childminder sensitively repeats words that are mispronounced to support children's understanding, and further enhance their speech and communication skills.

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

- Teaching is meaningful and of good quality. Sequenced learning means children are developing new skills and building on what they already know. For example, as young children enjoy a shape sorting activity, the childminder extends their learning by encouraging them to look at the shape first, and points to the four straight lines on the square shape. As a result, children learn to problem solve and develop a deeper understanding about shape and size as they follow her lead, and successfully complete their activity.
- The indoor and outdoor environment promotes all areas of learning and consider children's interests. Children delight in sensory play and practice mark-making in the different coloured foam. Children develop their imagination and make connections in their play, when pretending to make mint chocolate chip ice cream with the green foam. The childminder promotes lots of outdoor play. Children love the freedom to run, jump and develop core muscles as they climb the stairs to the slide, before giggling as they slide down.
- Children become increasingly independent in their self-care needs. They know what is expected of them as they wash their hands independently before eating and after playing in the garden. Older children thrive when they are given responsibilities, such as helping the childminder clean away activities. They learn to follow instructions successfully and build resilience and self-esteem that will

support their transition to school.

- Children play together harmoniously and develop strong friendships. Children understand and follow rules for good behaviour. They cooperate well in group activities, such as making each other ice creams and show they can share resources well. The childminder applauds these actions with meaningful praise and children, respond positively by repeatedly showing kind behaviours. Occasionally, the childminder does not focus enough on commending children's efforts when learning new skills, to ensure they continuously maintain a willingness and positive attitude towards achieving them.
- Children understand what a healthy lifestyle means. They confidently tell the childminder they need to exercise every day to keep fit and healthy. The childminder takes children to pick their own fruit, where they learn about life cycles and where their food comes from. These fun, real-life experiences increase children's curiosity and willingness to try healthy and nutritious foods.
- Parents report how they feel pivotal in their child's further learning at home, with daily face-to-face communication and online updates of their child's development. The childminder liaises exceptionally well with parents, to ensure any children with specific dietary requirements are consistently having their needs met effectively.
- The childminder is reflective on her practice and strives to continuously improve and provide inclusive care to all. She is meticulous at ensuring mandatory training, such as paediatric first aid is continuously maintained.

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:

- focus on consistently praising children's efforts as they learn new skills, to ensure they maintain positive attitudes and a willingness to achieve their next steps in learning.

Setting details

Unique reference number	162291
Local authority	Hertfordshire
Inspection number	10351769
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	0 to 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	16 October 2018

Information about this early years setting

The childminder registered 2001 and lives in Bishops Stortford. She operates Monday to Thursday from 7.30am until 6pm, all year round, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Louisa Taylor

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discusses 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 tour of the setting, both indoors and outdoors, to understand how the setting is organised. Additionally, the childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed activities indoors and outdoors, and assessed the impact these have on children's experience at the setting.
- The inspector carried out a joint observation with the childminder and took account of her reflections.
- Children spoke with the inspector during the inspection. The inspector spoke with a parent during the inspection and took account of their views.
- The inspector held a meeting with the childminder and discussed self-evaluation. The inspector looked at relevant documentation, including suitability checks for members of the household, insurance and the childminder's first-aid certificate.

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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