

# Childminder report

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Inspection date: 21 September 2021

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

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

### The provision is good

Children are happy in the childminder's care. They arrive from school ready to get started on the next stage of their day. Children wash their hands and remove their shoes in preparation for lunch. They eagerly help to collect the lunch items, bringing to the table a selection of salad, fresh fruit and sandwich fillings. Children help each other by pouring water into beakers and passing serving boxes and utensils. Throughout the meal, children chat with the childminder about their morning in the school nursery class. They talk about the hens and the friends they met.

Children confidently explore the resources and activities set out by the childminder. They recall what they have done the previous day and seem delighted to be able to continue to learn about how to keep their teeth clean. Children show that they know how to brush their teeth to clean them. They enjoy using real toothbrushes. Children talk about cleaning their teeth at home. Some children know they must brush for two minutes. They repeat actions with the support of the childminder, her encouragement helps them to remain focused on tasks. Children are fascinated by the interesting body puzzle that features bones, nerves, muscles and skin. They easily identify features of the body.

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

- The childminder understands what children need to know. She recognises that knowledge and skills can be taught in a variety of ways and considers children's interests when planning what to do. She works closely with other settings that children attend. The childminder makes sure that what she offers at home helps children to share what they know and can do. She helps them to deepen their knowledge and skills with repeated opportunities to revisit topics.
- The childminder identifies gaps in children's learning and offers experiences to help children acquire the skills they need. She supports children to develop good strength and control in their hands to gain the skills they need for writing. The childminder has an array of different tools that children use at mealtimes and in play, which helps them to develop good control of their fine motor skills.
- The childminder encourages children to improve their speaking and listening skills. She provides some useful words to describe the fruit and why it is difficult to pick up with the small tongs, saying it is 'slippery'. Furthermore, the childminder listens attentively and repeats some of what children say more clearly, making communication with others easier.
- Partnerships with parents are generally very successful. Communication about day-to-day events help to ensure children receive consistent care and learning. The childminder provides parents with information about her responsibilities as a registered provider. However, she does not consistently gather a wide enough

range of information from parents to help her identify and plan for what children need to learn next.

- The childminder supports children well to manage their feelings and regulate their behaviour. She uses gentle words and gives simple, clear explanations making sure that children understand the reason why some behaviour is not acceptable. The childminder has a consistent approach to behaviour management, reminding children about rules and asking them how they think they should behave. She organises turn taking games to help children learn to share and wait for their turn.
- The childminder has reviewed the recently implemented changes to the statutory guidance. She has the required documentation in place to ensure the safe day-to-day running of her setting. The childminder is aware of some training and development opportunities, but has not yet taken steps to develop her knowledge and skills to enhance her already good practice and raise the overall quality of her provision.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder understands the requirements for safeguarding. She has attended relevant training and retained training notes to support her in assessing and reporting any concerns. The childminder describes possible signs and behaviours that would give her cause for concern about children's safety and well-being. She explains clearly the action she would take to protect children. She knows how to contact her local safeguarding partnership and has shared the contact details with the families of children she looks after.

## **What does the setting need to do to improve?**

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

- develop further the range of information gathered from parents to identify and plan for what children need to learn next
- identify training and development needs to help strengthen knowledge and raise the quality of the provision to an even higher level.

## Setting details

|                                                    |                                                     |
|----------------------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>                     | 2506302                                             |
| <b>Local authority</b>                             | Hertfordshire                                       |
| <b>Inspection number</b>                           | 10191493                                            |
| <b>Type of provision</b>                           | Childminder                                         |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Childminder                                         |
| <b>Age range of children at time of inspection</b> | 1 to 7                                              |
| <b>Total number of places</b>                      | 6                                                   |
| <b>Number of children on roll</b>                  | 7                                                   |
| <b>Date of previous inspection</b>                 | Not applicable                                      |

## Information about this early years setting

The childminder registered in 2018 and lives in Welwyn Garden City. She operates Monday to Friday from 7.30am to 5.30pm, during term time. The childminder holds a recognised childcare qualification at level 3.

## Information about this inspection

### Inspector

Alison Reeves

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic. The inspector was accompanied by a new inspector. The inspector discussed the impact of the pandemic with the childminder and has taken it into account in the evaluation of the setting.
- The childminder and the inspector completed a learning walk together to understand how the curriculum is organised.
- The inspector and the childminder assessed the quality of education and the impact of teaching on children's learning. Children spoke to the inspector about their learning and play. The childminder spoke to the inspector about their teaching, their role and safeguarding practice.
- Parents spoke to the inspector about children's learning, and the communication and support they receive from the childminder.
- The inspector checked documents relating to the suitability of household members and qualifications, including paediatric first aid and safeguarding.

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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