

Childminder report

Inspection date: 10 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children settle quickly into the childminder's home and form a strong bond with her. They build positive friendships with other children around them. Children become familiar with the routines and help the childminder, for example when it is time to tidy up the toys. They work collaboratively together to ensure that the floor is clear and safe.

Children delight in joining in with their favourite songs. They move around, following the childminder's instructions as they listen to the music. Children develop their hand-to-eye coordination through joining in with the actions to the songs. Furthermore, children build their muscles as they play outdoors. They throw beanbags into hoops. Children make predictions about how far the beanbags will go. They celebrate their achievements when the beanbag lands in the correct hoop.

Children become independent, which helps to prepare them for moving on to school. They learn to use tools appropriately for tasks. For instance, they follow the childminder's guidance when they use a knife to cut fruit at snack time. Children persevere and keep trying when they find this tricky, motivated by the childminder's positive praise and encouragement.

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

- Children are highly engaged in the activities that they complete. They enjoy opportunities to develop their imaginations as they play. Children share their thoughts and ideas with the childminder successfully. For instance, they speak about the models that they are making using plastic bricks. They become able to lead their own play and follow their own ideas without adult input and support.
- Children confidently recall information that they have previously learned. For instance, they remember that a bird comes next in a familiar story. The childminder extends this further. She talks about the type of bird it is. This helps children to build their vocabulary. Children repeat this new language, demonstrating that they understand the new word and can use it correctly.
- Parents are complimentary about the childminder and value the service she provides. They feel well informed about the progress that their children make. The childminder discusses children's individual needs with parents, such as their medical requirements. The childminder provides parents with activities to build on their children's learning at home. For example, she sends home scavenger hunt sheets for children to complete during the half-term break. Parents share children's findings with her. This helps her to build on children's learning further when they return to her care.
- The childminder gently supports children to develop their sharing and turn-

taking skills. She models to children how to ask for a toy if another child is playing with it. She reminds them to use their manners, such as when they are speaking to their friends. As a result, children learn about how to interact positively and communicate with one another effectively.

- Partnerships with other professionals are strong. The childminder regularly shares information with staff at other settings the children attend. She passes on information regarding children's progress when they leave her care. This helps to provide children with a smooth transition.
- The childminder has a group of local childminders who she regularly networks with. They share ideas and attend local groups together. Children also benefit from this network. For instance, they are able to broaden their social interactions with a wider group of children.
- The childminder successfully differentiates activities. This enables her to support the various stages of children's development. She shows the youngest children how to count small bears during a counting activity. The oldest children count the total number of bears they have. They recognise that they have counted a big number. However, the childminder does not build on this further. As a result, children are not able to extend their learning as rapidly as possible.

Safeguarding

The arrangements for safeguarding are effective.

The childminder recognises her responsibility to safeguard children in her care. She has completed relevant training and keeps her policies up to date. This supports her to raise concerns regarding children's welfare swiftly should she need to. The childminder understands the possible signs that a child may be at risk of exposure to extreme views or behaviour. She recognises the signs of abuse and neglect. The childminder knows the process to follow should anyone make a complaint against herself or a household member.

What does the setting need to do to improve?

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

- make the most of opportunities to extend children's learning even further during activities so that they can make even more rapid progress.

Setting details

Unique reference number	2543168
Local authority	Hertfordshire
Inspection number	10215424
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 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Stevenage. She operates during term time from 8am to 5.30pm, Monday to Friday, except for bank holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jenny Hardy

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 had a tour of the areas of the premises used for childminding indoors and outdoors.
- The childminder and the inspector held discussions about what the childminder intends children to learn and how she monitors children's progress.
- The inspector read feedback from parents and took their views into consideration.
- The inspector viewed a sample of the childminder's documentation, including suitability and insurance documents.

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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