

Childminder report

Inspection date: 13 July 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 are happy as the childminder collects them from their early years or school setting. They converse warmly with the childminder about their day. The children have strong attachments with the childminder. They confidently enter her home and access activities and resources. Children are happy and settled in the childminder's care.

Children are given the freedom to make choices during their time with the childminder. For example, they choose a bowling game that they would like to play and the childminder responds warmly to their suggestion and facilitates this request.

Children behave well. They know what is expected of them from the childminder and they respond to her instructions cooperatively. Children are independent. For example, as they enter the childminder's home, they remove their shoes and put them in the correct place and during snack time they learn to spread butter using a knife.

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

- The childminder has a great understanding of how young children develop language skills. She ensures children make the best possible progress in their speaking and listening by teaching specific skills that they need for the next stage of their development. For example, she uses nursery rhyme puppets to sing songs and models key-words to young children learning single words.
- Children with special educational needs and/or disabilities are very well supported by the childminder. She uses her knowledge of child development to raise any concerns about children who are not reaching key milestones. The childminder works closely with other settings and professionals to ensure the best possible outcomes for children.
- Parents are very complimentary about the service the childminder provides. They feel well informed about what their children do each day and how they are progressing with their learning. Parents report that their children enjoy the range of activities the childminder provides, including baking, art activities and sensory play, such as with sand and water.
- The childminder is aware of the children's current interests and builds this into her curriculum. For example, children complete a craft activity using a mermaid theme. She has a good knowledge of the early years foundation stage curriculum and provides a range of activities to ensure she covers much of the curriculum. However, the childminder does not currently ensure children get enough opportunities to develop their skills as they explore and learn outside.
- Children extend their literacy skills. The childminder provides a wide range of

age-appropriate books, both stories and information texts for the children to access and enjoy. For example, a young child turns the pages accurately and presses buttons for the book to make a sound. Also, the childminder provides opportunities for children to develop writing skills as they play. For instance, children use clipboards and pencils to record what they have made using a construction set.

- The childminder ensures she teaches children about diversity and positive self-image. Children understand that people have different abilities and show a respectful attitude towards others in their community. The childminder teaches children to be kind and considerate.
- Children have opportunities to develop mathematical development. During snack time, they count and discuss their calendar naming the days of the week, months of the year and the season. Young children sing songs about number and can count backwards from five to zero.
- The childminder recognises the impact that the COVID-19 pandemic has had on children. She supports families to ensure children quickly get the right support if they have missed any health check-ups, such as the one year check. She concentrates her current curriculum on developing children's personal and emotional development and their communication and language skills.
- Children are given opportunities to use and develop their imagination. For instance, children become engrossed as they role play a cafe scenario using the play kitchen. Children carefully write down adult's orders and become highly engaged.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed safeguarding training and understands her responsibility to keep children safe. She is aware of the signs and symptoms of abuse, including if children are being drawn into radicalisation or extremism. The childminder is aware of the local procedures and she knows when and where to report her concerns. She implements effective risk assessments for her home and outings. The childminder maintains appropriate records for administering medication to children. The childminder teaches children how to keep themselves safe. For instance, children learn about road safety on their walk home from school.

What does the setting need to do to improve?

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

- implement the planned improvements, so that children have opportunities to develop skills as they explore and learn outdoors.

Setting details

Unique reference number	2559362
Local authority	Hertfordshire
Inspection number	10232113
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in the Shephall area of Stevenage. She operates all year round from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 4.

Information about this inspection

Inspector

Emma Barton

Inspection activities

- This was the first routine inspection the childminder 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 childminder.
- The childminder and the inspector took part in a joint observation of an activity. They discussed and evaluated the quality of education.
- The inspector spoke to parents during the inspection and took account of their views.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.

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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