

Childminder report

Inspection date: 1 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 are relaxed and happy as they settle down to play in the safe and homely environment. They access a range of books which they share with their families at home each week. Children relish taking part in the enticing games and activities the childminder provides. They giggle with delight as they play board games together. They enjoy outside play as they practise their throwing and catching skills. Children invite the childminder to help them build houses and rockets, using a variety of building resources available. Together, they paint flags and talk about the Queen's platinum jubilee celebrations. This helps children to learn about the world around them.

Children consistently demonstrate positive attitudes. The childminder acts as a good role model for children's kind and friendly behaviours. For example, the childminder supports children's turn-taking and negotiating skills when building a puzzle together. This helps children to learn effective social skills. Children engage well in their play. They demonstrate good focus and attention as they dig and play in sand trays and manipulate play dough. They have time and space to follow their interests and demonstrate their knowledge and skills.

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

- The childminder creates well-designed play spaces indoors and outside. All aspects of the daily routine are considered to ensure that children are constantly supervised. For example, well-monitored areas are provided for younger children to sleep while older children rest on comfy sofas. The childminder is organised and keeps clear records of information. This includes an extensive range of policies and procedures which are adapted to her setting.
- The childminder uses effective settling-in processes for new children and their families. She gathers relevant information about the children through settling-in sessions and 'All about me books'. This ensures that children's individual emotional needs are supported well.
- The childminder develops routines to support children's health and well-being. Children enjoy choosing from a range of fruit at snack time as they sit together at the dining table. The childminder teaches children independence skills in preparation for school. Children learn to manage their own shoes and clothes and independently wash their hands. This helps them to develop a sense of persistence and achievement when new challenges arise.
- The childminder recognises the importance of outdoor experiences. Children enjoy regular trips to the local woods, farms and play areas. This helps them to broaden their experiences and learn about the world in which they live. Children re-enact their experiences through creative activities as they make pretend animal food with malleable materials.

- The childminder introduces mathematical language and activities to help children develop their knowledge of number, colour, quantity and shape during everyday activities. She further develops their understanding of mathematical concepts through conversations and questions. For example, during a game, they discuss how many points each ball is worth before they play. The childminder supports children's communication and language skills well. She engages children in regular conversations and responds to their questions and ideas.
- The childminder monitors children's progress and identifies any areas for development. She shares progress summaries and developmental checks with parents and relevant professionals. She plans activities alongside children's interests to engage them in new learning experiences. However, the childminder does not always take full advantage of planned activities to help further develop children's knowledge in all areas of learning.
- The childminder works effectively with parents to meet the needs of the children. Parents speak positively about the care provided. They explain how children develop independence skills during their time with the childminder. They say that children take part in activities they would not usually do at home, including trying new foods at mealtimes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of her role and responsibilities to safeguard children. She has a secure knowledge of the signs and symptoms that indicate a child may be at risk. The childminder knows the correct procedures to follow and who to contact if she has concerns about a child's welfare. This includes wider safeguarding issues, such as extremist behaviours. The childminder undertakes regular training to update her knowledge. She reviews effective policies and procedures to manage a safe home environment.

What does the setting need to do to improve?

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

- develop knowledge of activity planning further, and use this to fully support and enhance children's learning experiences.

Setting details

Unique reference number	2561064
Local authority	Hertfordshire
Inspection number	10232132
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	2 to 9
Total number of places	4
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 Stevenage. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Rachael Small

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder took the inspector on a learning walk around her home.
- The inspector spoke to the childminder, children and parents and took account of their views.
- The inspector observed the childminder's interactions with the children and discussed the impact on children's learning.
- The inspector observed children playing indoors and outside.

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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