

Childminder report

Inspection date: 10 November 2022

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are happy and demonstrate they feel safe and secure in the childminder's care. They engage well in independent play and planned activities, both indoors and outside. Children enjoy exploring a range of natural resources that can be found in autumn. They feel the smoothness of conkers and their prickly cases. The childminder and her co-childminder use clear, descriptive words to help children increase their vocabulary. They help older children to learn about mathematics, such as by writing numbers on leaves. Children are encouraged to count as they drop items into containers. They share the resources well, and children's behaviour is good.

The young children currently attending are developing strong speech and language skills. They are learning how to use words to make their needs known and talk about what they are doing. The childminder is aware of when children need extra support, such as with pronunciation. She speaks to children clearly and helps parents to seek support from other agencies when this is necessary. Children thoroughly enjoy being outdoors. They are very active as they play ball games and climb up the steps to the slide. Children are developing good imaginations. They pretend dolls are babies and talk about where they are going as they push buggies around.

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

- The childminder gets to know children well when they start to attend. She finds out what children know and can already do by talking to parents. This helps the childminder to know where children are in their development and to build on their early experiences. Children are making good progress.
- Children have familiar routines which help them to feel secure. They know where to find their shoes and coats when they are going outside. After lunch, children settle themselves to sleep peacefully. They have their own space and comforters from home, which gives children further security.
- Parents speak positively about the childminder, co-childminders and assistants. Parents state that they all know children well and that children settle very quickly. Parents are pleased with the progress their children are making. The childminder actively encourages parents to share with her what children are doing and learning at home. This helps to promote continuity in their development.
- The childminder fosters children's literacy development well. Children enjoy listening to stories and know how to gain information from looking at pictures. They are beginning to use words and sentences to talk about what they can see.
- Children form strong relationships with the childminder. She knows children well and provides toys and resources that appeal to them. Children know where to

find toys they want to use and how to make them work. For example, they show great delight in making toy computers work by pressing buttons.

- The childminder has a strong record of professional development. She actively seeks training and undertakes research on areas of practice she identifies as needing further development. The childminder has good procedures in place for supporting her assistants. She holds regular discussions with them to talk about their teaching skills and practice. Assistants regularly undertake training and are actively involved in the ongoing development of the setting.
- Children are learning how to develop healthy lifestyles and good independence. They eagerly anticipate what fruit will be available to them at snack times. Children and adults readily wash their hands after coming in from outside and before eating. However, at times, the childminder's hygiene routines lapse during nappy changing.
- Children enjoy learning words and songs in other languages. They join in well and recite numbers both in English and French. The childminder talks about how she feels this helps children to learn about different places in the world. However, she has not considered how to support children to fully explore what makes them unique and different to others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about all aspects of child protection. She understands the signs of abuse and wider safeguarding issues, such as extremist behaviour. The childminder is clear about her responsibilities to protect children from harm and knows the procedures to follow should she have any concerns. She undertakes regular training to help her to keep her knowledge relevant and up to date. The childminder has effective safeguarding policies and procedures in place. She ensures that her assistants understand these policies and know what to do if they have any concerns about children or other adults.

What does the setting need to do to improve?

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

- embed the good hygiene procedures more consistently, especially with regard to nappy changing
- provide children with more opportunities to learn and understand what makes them unique and understand the differences in each other.

Setting details

Unique reference number	2581821
Local authority	Hertfordshire
Inspection number	10249106
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 2
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and works in Stevenage at the home of her co-childminder. They work with a second childminder and five assistants when needed. The childminder operates all year round from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Jill Hardaker

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluations.
- The inspector and childminder took a tour of the premises and discussed how she operates her practice.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her. They also discussed the needs of individual children and talked about the progress they are making.
- A sample of policies and procedures was looked at by the inspector, which included documents relating to the suitability of assistants and household members, safeguarding and complaints.
- The inspector took into account the written views of parents and discussed the childminder's reflections of her practice with her.

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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