

Childminder report

Inspection date: 10 May 2023

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

The provision is good

Children enjoy coming to the childminder's home. They show how safe and secure they feel as they welcome visitors and confidently introduce themselves. Children say that they have 'so much fun'. They are independent and manage to put on their own shoes with minimal support before playing outdoors, and prepare their own healthy snack. Children consistently follow a good hygiene routine and know to wash their hands before eating and after wiping their nose.

Children express a very strong love of books. They enjoy joining in with repeated refrains as the childminder enthusiastically reads them one of their favourite stories about a caterpillar. They relish the opportunity to make predictions about what will happen on the next page and learn the meaning of new words, such as 'cocoon'. Children eagerly take turns to position the picture cards in the correct order to represent the quantity of different fruit eaten by the caterpillar. This helps them to recall the sequence of the story and solve mathematical problems. Children are inquisitive. They use a magnifying glass to look closely at insects they find in the childminder's garden and ask her questions. They concentrate for sustained periods of time, and persevere to peel stickers off a sheet to create colourful pictures.

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

- The childminder has made significant improvements to the provision she offers children since her last inspection. She implements an ambitious sequenced curriculum that builds on what children already know and prioritises what children need to learn next. The childminder knows precisely where to source help should children develop any gaps in their development. This successfully meets their individual needs and helps them to make good progress.
- The childminder gets to know children very well when they start to attend. She gathers a wealth of useful information from parents about what children can already do. This enables her to identify children's starting points in learning from the outset and helps them to swiftly settle. Children show strong emotional attachments to the childminder. They regularly give her cuddles, which she warmly reciprocates.
- The childminder is a positive role model. She consistently uses good manners when talking to children, and provides them with gentle reminders to do the same. The childminder manages children's minor disagreements and provides them with clear messages about the importance of sharing resources. This helps children to learn about expectations. However, she does not always encourage most-able children to express their thoughts and feelings to help regulate their own behaviour.
- Children have independent access to a rich range of resources that reflect their individual interests. They are highly imaginative and cook pretend food for each

other in the toy kitchen. However, some children consistently request the attention of the childminder to help them to make choices of what they would like to play with. They need her interaction to sustain their engagement in play. The childminder has not considered ways to support these children to make choices and play independently in readiness for school.

- The childminder demonstrates a strong commitment to her work. She develops her knowledge and skills through professional reading and belongs to a network of other childminders. This enables her to share and gain new ideas to implement in her practice.
- The childminder develops effective partnerships with parents. The childminder keeps them fully informed of their children's progress. She shares photographs of children's achievements throughout the day via a secure online app, in addition to frequent verbal exchanges. Parents are pleased with the progress their children are making. They appreciate how the childminder creates a 'home-from-home' provision and describe her as 'caring' and 'fun'.
- Children benefit from regular outings to a local farm. They learn about equality as they meet male and female farmers and discover what different animals need to thrive. Children develop good physical skills and learn to assess their own risks under the close supervision of the childminder. For instance, they work out how to move their legs backwards and forwards to propel themselves on the swing, and bounce on large pillows.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has undertaken safeguarding training. This has provided her with a secure knowledge of the signs and symptoms of abuse, such as female genital mutilation. The childminder's good understanding helps her to identify any potential concerns that might arise with the children she cares for. The childminder has clear procedures to follow if she is worried about children's welfare or well-being. Therefore, she can respond to concerns quickly. The childminder knows what to do if there are any concerns raised about herself or a member of her household. She obtains written permission from parents prior to administering medication. Robust procedures are in place to keep children safe on outings.

What does the setting need to do to improve?

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

- support most-able children to gain an understanding of how to express their thoughts and emotions
- introduce ways to support children to make independent choices in their play and learning.

Setting details

Unique reference number	2597386
Local authority	Hertfordshire
Inspection number	10269555
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	6
Date of previous inspection	25 November 2022

Information about this early years setting

The childminder registered in 2020 and lives in Welwyn Garden City. She operates all year round, from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and provides funded early education for three-year-old children.

Information about this inspection

Inspector

Lorraine Pike

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and in the childminder's garden and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and children at appropriate times during the inspection. She looked at relevant documentation, such as records of attendance and policies and procedures.
- The inspector took account of the views of parents through written feedback provided.

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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