

Childminder report

Inspection date: 16 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 enjoy spending time with the childminder and are happy in her care. They make friends and learn how to play alongside and then with each other. They have fun playing with toys, such as construction bricks. Children show very good concentration skills as they line up and then push individual bricks together to make their chosen creation. Young children show great focus and skill as they carefully pick up and put bricks into a bag and then tip them out onto the floor.

Children are eager to join in with a wide range of familiar action rhymes and songs. They are very excited to tell others their chosen song, for example 'Old MacDonald had a Farm'. Children look at song sheets when they sing, showing they understand that words have meaning. Children show their enjoyment, smiling when their friends join in.

Children enjoy listening to stories, such as 'The Very Hungry Caterpillar'. They look with great interest at the colourful images on each page. Children work out how to copy the childminder, holding up their fingers to show how many pears the caterpillar ate. They also show their growing understanding of the world around them, when they flap their arms to demonstrate what butterflies do.

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

- Children show great skill as they learn to eat a bowl of spaghetti bolognese using a fork. Young children use gestures and eye contact to make their meaning known, for example, when they have finished eating. Older children engage in a good range of interesting conversations.
- The childminder promotes children's health and well-being. She washes her hands regularly and reminds children to do the same, for example, before and after eating.
- Behaviour management is good. When children are frustrated or annoyed, the childminder uses a wide range of strategies to help them understand what she considers is acceptable behaviour. For example, she asks children how they feel and gives them comfort and a cuddle when needed.
- The childminder reflects on what she does and makes changes to improve the service she provides. For example, she has adjusted her menu to incorporate children's preferences.
- Parent feedback is extremely positive. They describe the childminder as warm, welcoming, loving and thoughtful. Parents say that their child 'loves going' to the childminder's home. They also speak about how she provides information for other professionals if needed. Parents say that their child's progress has improved since being with the childminder. They are also very happy with the home-made food she provides for their children.

- Parents are provided with regular updates about their child's development and their next steps for learning. This helps them to support learning at home.
- The childminder knows the children in her care very well. She assesses their progress routinely to identify and plan for any gaps in their learning. Children make good progress from their starting points, and are prepared well for school.
- The childminder promotes children's concentration skills, which help them to remain engaged in learning. She learns about children's interests over time and ensures that these are incorporated in planning to help promote their interest. For example, dinosaurs and role-play toys.
- Outdoor play is provided through daily trips to local parks. Children also enjoy trips to other registered childminders' homes. This helps to further support opportunities for children to practise and develop good social skills. Children refine their physical skills when they climb and play on large play equipment.
- Children enjoy activities that allow them to problem solve. However, at times, the childminder does not support them to build further on this independent learning, to find solutions to problems they encounter. For instance, putting items of clothing on at snack time or handwashing.
- The childminder does not always gather information about children's initial learning needs to help her plan for what they need to learn from the very start.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of safeguarding updated through training. She knows how to identify possible signs and symptoms of abuse. The childminder knows about local safeguarding partnership procedures. She is confident to take appropriate action to promote children's safety and well-being. The childminder shows her understanding of risks to children, including radical and extreme behaviours. Regular checks of her home and risk assessing outings help the childminder to effectively identify and minimise hazards to children. Children learn how to exit the childminder's home in the event of an emergency.

What does the setting need to do to improve?

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

- increase opportunities for children to explore and investigate in their own way, to support them to learn independently and develop their thinking and problem-solving skills
- make better use of initial information gathered about children to help plan for what they need to learn from the very start.

Setting details

Unique reference number	2597970
Local authority	Hertfordshire
Inspection number	10251474
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	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Stevenage. The childminder operates her service all year round, from 8am to 5.30pm, Monday to Friday, except for bank and family holidays. The childminder holds a relevant level 3 early years qualification. The childminder provides funded early education for two-, three- and four-year old children.

Information about this inspection

Inspector
Ann Cozzi

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder, and this has been taken into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk of the childminder's home.
- The inspector carried out a joint observation of an activity with the childminder, and together they evaluated this.
- Children spoke to the inspector about what they were doing during the inspection.
- The inspector reviewed relevant documentation, including the suitability checks of all adults living and working in the household.
- The childminder spoke with the inspector at appropriate times during the inspection.

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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