

Childminder report

Inspection date: 24 April 2023

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 and make good progress in this nurturing environment. They enjoy the time they spend with the childminder and demonstrate that they feel safe and secure in her care. For example, babies cuddle up to her and enjoy interactive story sessions. Children confidently explore many age-appropriate resources and activities, both indoors and in the large, safe garden. They enjoy trips to local museums and playgroups, aimed at supporting children's social development.

Children are confident and sociable. They greet visitors enthusiastically and engage them in their play and conversation. For example, children discuss their recent birthday party. They chat excitedly about their special cake and balloons. The childminder is swift to identify learning opportunities in these conversations. She encourages children to discuss the number of candles on the cake and how this relates to their age.

Children demonstrate high levels of curiosity in their play. The childminder asks age-appropriate questions, allowing children plenty of time to respond. She encourages children to explore their ideas independently and reach their own conclusions. For example, children are rolling cars down various tubes. The childminder supports them to guess which cars will fit before they test out their theories.

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

- The childminder communicates well with families from the start. She gathers essential information regarding children's interests and early experiences. The childminder uses this knowledge of children's circumstances to provide opportunities children may not otherwise receive.
- Children are polite and behave well in the setting. They help their friends and praise one another's efforts and achievements. The childminder is a good role model. She always demonstrates good manners and is polite and respectful towards children and other adults.
- The childminder engages well with other professionals, particularly when supporting children's transitions. She works closely with other childcare providers, sharing detailed information about children's learning and development. Children visit their new setting accompanied by their childminder for support. This enables children to settle swiftly in their new environment and continue to make good progress.
- Feedback from parents is positive. Parents value the warm environment the childminder creates and acknowledge how this supports children's well-being. They value the detailed communication they receive regarding children's daily

routines. Parents praise the childminder's consistent approach to behaviour management. They comment on how this supports children to behave well, both in the setting and at home.

- The childminder is very focused on supporting children's emotional well-being. She has exceptional knowledge of the positive impact this has on children's learning and development. The childminder plans activities aimed at developing children's self-esteem and confidence. For example, the childminder regularly encourages children to identify and discuss behaviours and achievements that they are proud of.
- Children's communication and language skills are well promoted. The childminder provides lots of opportunities for children to engage in meaningful conversation. For example, children enjoy sociable meals and snacks. They enthusiastically discuss the foods they enjoy eating at home and in the setting. The childminder regularly exposes children to new vocabulary. She explains the meaning of new words in age-appropriate ways and encourages children to use them in their conversations.
- The childminder monitors children's development closely. She completes regular assessments to identify areas for development. The childminder plans and adapts activities well to support children's individual learning needs. For example, in a maths activity, young children are encouraged to identify significant numerals in the environment. In the same activity, older children impressively identify three-digit numbers and explain why these are important to them.
- The childminder encourages children to explore the learning environment independently. She interacts well with them to support their learning in their chosen activities. For example, children are excited when they discover empty boxes to build with. The childminder encourages them to build bridges and tunnels to navigate their vehicles through. However, on occasion, the childminder allows play to be dominated by the most outgoing children. This does not fully support quieter, more reticent children to fully engage in activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder confidently explains the signs and symptoms which could indicate that a child is at risk of abuse. She has robust knowledge of the referral process and acknowledges the importance of raising any concerns in a timely manner. The childminder has comprehensive policies and procedures in place, which she follows to keep children safe. The childminder completes regular first-aid training and conducts daily risk assessments of her home and when on trips out.

What does the setting need to do to improve?

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

- identify ways to better support the needs of individual children in group activities, particularly those who are less outgoing.

Setting details

Unique reference number	2613660
Local authority	Hertfordshire
Inspection number	10260198
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 3
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 2021 and lives in Stevenage. She operates all year round, from 8.30am until 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three-, and four-year-old children.

Information about this inspection

Inspector

Antonia Campbell

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 provision.
- The inspector considered the views of parents by reviewing feedback letters.
- The inspector looked at relevant documents, including evidence of the suitability of all persons living at the premises.
- The inspector observed the interactions between the childminder and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with the childminder about the monitoring of learning and development in the setting and tracked the progress of several children.

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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