

Childminder report

Inspection date: 15 June 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 well settled and confident in the childminder's home. Children smile and greet visitors as they enter the house, taking their favourite toys to show them. The childminder has built good relationships with the children, and they happily chat to her throughout the day. Children are busy as they explore the activities and resources that are provided for them. For example, they delight as they explore the sponges and water. Children behave well. The childminder gives clear communication about what the expectations for behaviour are in the setting. She gives clear reminders when necessary and explains why the behaviour is important. This helps children to develop their understanding.

Children develop their independence through the support given by the childminder. She provides children with knives and describes how to press down to cut their fruit. Children chop their own fruit and feed themselves. They find their sun hat and put it on independently. This helps to boost children's self-confidence. The childminder values the children's voice and gives them opportunities to make choices across the day. For example, children select different fruits to have for their lunch and choose which activities they would like to participate in. The childminder listens to their views. For example, when children ask to play hopscotch, she provides them with chalk, so they can draw outside.

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

- The childminder supports children's language fluency well. She introduces new words to children. She clearly models back words to children to highlight the correct pronunciation. The childminder sings songs and nursery rhymes with them. The childminder narrates the day to children. She talks about what they are doing and what is going to happen next and asks the children questions.
- Children are physically active. They push themselves along on ride-on toys, developing the strength in their legs. Children climb up the steps on the slide and then slide down. The childminder provides chunky chalk for the children to use. They grasp the chalk and make marks, developing their fine motor skills.
- The childminder provides opportunities for children to explore their local environment. They regularly go for walks and visit the local park. The childminder organises meetings with other childminders to give children opportunities to socialise in a wider group. The childminder takes children to toddler groups, messy play and craft sessions at the local church. This gives children access to further resources and activities.
- Partnerships with parents are strong. Parents praise the childminder's warm approach and the healthy lunches. They state their children enjoy attending the setting and like to talk about all the wonderful things they have done during their day. The childminder has also built a relationship with the local pre-school

to support those children receiving shared care.

- The childminder teaches children to understand how to care for living things and the importance of healthy eating. Children grow their own fruit such as strawberries and raspberries. They use watering cans to water their plants and talk about how the fruit will change colour when they are ready to eat.
- Children develop good hygiene practices as they learn to wash their hands before eating. The childminder ensures that meals and snacks adhere to healthy eating guidelines. The childminder talks about healthy and unhealthy foods with the children to develop their knowledge.
- The childminder is conscientious and keeps careful supervision of children at all times. She teaches children about risks and helps them learn how to keep safe. For example, young children learn to walk down steps in the garden. The childminder has given careful thought to the risks her dog could pose and ensures that she gives children some time away from the family pet.
- The childminder has designed a curriculum relevant for the age range of children who attend. She can talk about the areas of the curriculum that are the most important for this age group. At times, children show high levels of engagement and complete activities with concentration. For example, children carefully select farm stickers to add to their picture and use pencils to make marks. However, this is not consistent and during some activities, such as story time, children lose interest quickly.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the signs and symptoms of abuse. She has attended training that has supported her in developing her knowledge of safeguarding issues. The childminder is confident to make appropriate referrals to relevant agencies to support families and their children. The childminder undertakes daily risk assessments to ensure that all areas inside and outside are safe for children to use. She teaches children about how to keep themselves safe, for example, by staying close to the childminder as they get out of the car.

What does the setting need to do to improve?

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

- develop ways to help maintain children's high level of engagement in all activities.

Setting details

Unique reference number	2630616
Local authority	Hertfordshire
Inspection number	10285703
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	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was registered in 2021 and lives in Stevenage. She operates all year round, from 8.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector
Emma Barton

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 and the inspector completed a joint observation and discussed the impact on children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector read feedback from parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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