

Childminder report

Inspection date: 11 December 2023

Overall effectiveness**Good**

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

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 very happy and relaxed in the care of the kind and nurturing childminder and assistant. They show that they feel safe and have extremely strong attachments with them. Children smile with delight as they enjoy cuddles, which the childminder warmly offers in abundance. Children enjoy exploring the enticing play environment. They confidently make independent choices about what they would like to play with from an extensive and rich range of resources that reflects their individual interests.

The childminder's ambitious and varied curriculum provides children with a good level of challenge. This has a positive impact on their motivation to remain engaged in activities for sustained periods of time. The childminder and assistant's storytelling instantly captures children's attention as they make this an interactive experience. This introduces children to rhyme and helps to build on children's understanding and vocabulary. The childminder has extremely high expectations for children. This is reflected in children's positive approach to learning and deep respect for their play environment. They know to tidy away the toys they have finished playing with and do so with enthusiasm. Children benefit from rich experiences that enhance their awareness of their own and other's uniqueness. They talk positively about familiar people using their preferred pronouns. The childminder makes the very best use of the surrounding natural environment to promote children's physical skills. Children build strength and coordination as they climb trees and jump in puddles.

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

- The childminder recognises that the COVID-19 pandemic has had a negative effect on some children's personal, social and emotional development when they first begin attending. Consequently, she plans and implements a curriculum that places a strong emphasis on providing children with ample opportunities to support them to be independent and confident individuals. This has a very positive impact and children make excellent progress in the skills they need in readiness for school.
- Children welcome the childminder's interactions in their play and exploration. Overall, the childminder supports their ideas and extends their learning. For example, she introduces them to mathematical language, such as 'full' and 'empty', as children eagerly use a varied range of tools to scoop rice into their cup. However, the childminder does not consistently adapt her teaching to all children's current level of understanding when asking them questions. This means that some children do not always understand what is being asked or given enough time to think and respond to her questions.
- The childminder promotes children's health and welfare needs exceedingly well.

She teaches children good hygiene routines and supports them to manage their personal care as soon as they are able. Children are highly independent and love to do things for themselves. They confidently manage their own outer clothing. For example, they lay out their all-in-one waterproof clothing and wellingtons and take their time to put these on, before playing outdoors.

- Children's behaviour and respect for others is exceptional. The childminder intuitively identifies moments in children's play that help them to have a high level of understanding of their own and other's feelings. Children show strong levels of compassion. They encourage children who have recently started attending to feel welcome and join in with action songs. They put their arm around their shoulders and sensitively help them to copy the actions.
- The childminder and assistant work in partnership with parents to help children to swiftly feel settled when they first begin attending. She ensures that children's interests are always promoted and continues with the same routines that they are familiar with at home. The childminder obtains some information from parents about what children know and can do. However, this is not thorough enough to precisely tailor children's next steps in learning to inform early planning.
- The childminder and assistant work well together as a team. They are both highly reflective of the provision they offer. Both complete regular training to continue to update their own skills and knowledge.
- The childminder keeps parents fully informed of their children's progress. Parents are very pleased with the progress their children are making. Parents describe the childminder as 'professional' who provides a 'magical, family focused learning environment'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and assistant have a robust knowledge and understanding of how to recognise and respond to safeguarding concerns. They complete regular training to keep their knowledge of child protection and safeguarding issues current, such as county lines. There is easily accessible information about safeguarding procedures and contact details for relevant agencies should a concern arise. The childminder conducts risk assessments of the play environment and prior to any outings with children to remove or minimise any risks. She teaches children how to remain safe while feeding the peacocks that roam the outdoor environment and ensures that children remain safe while eating and sleeping.

What does the setting need to do to improve?

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

- adapt teaching to enable children to think and respond to questions

- extend the information gathered from parents when children first start to precisely inform children's unique next steps in learning.

Setting details

Unique reference number	2649751
Local authority	Hertfordshire
Inspection number	10305535
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 6
Total number of places	12
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and works with an assistant and alongside another childminder from their premises in Baldock. She operates from 8.30am until 5pm, Monday to Thursday, all year round, except for bank holidays and family holidays. There were no children present in receipt of funding at the time of inspection.

Information about this inspection

Inspector
Lorraine Pike

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 has taken that into account in her evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and outdoors, 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 assistant at appropriate times during the inspection.
- The inspector spoke to children during the inspection. She took account of the views of parents through written feedback provided and discussed with the childminder how she reflects on the service she provides.

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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