

Childminder report

Inspection date: 13 November 2024

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

The childminder provides a safe and welcoming environment for children and is very attentive to their individual emotional needs. She understands that children thrive and learn best when they feel secure. The childminder ensures that children receive reassuring cuddles if needed. Children show a strong sense of belonging and rich awareness of similarities and differences. They eagerly share their family photo book with the inspector and proudly talk about their own and other's families. The childminder takes children on walks in the community that help broaden their experience of the wider world and contribute to her ambitious curriculum. All children make good progress. Children observe and compare the differences between the houses they see and notice how the leaves on trees change throughout the seasons.

The childminder has high expectations of children. She consistently implements clear boundaries and provides children with sensitive reminders to use their 'kind hands' during minor disagreements. This helps children to understand what is expected of them. The childminder places a high priority on promoting children's language skills. She consistently speaks clearly and encourages children to practise their speech at every opportunity. The childminder instantly captures children's attention with her enthusiastic storytelling. Children show a keen interest in what they see on the pages, such as an aeroplane. The childminder uses this opportunity to clearly explain to children how aeroplanes take off from the runway. Children are independent. They learn to feed themselves using cutlery and are beginning to manage their own clothing after using the toilet.

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

- Children benefit from nutritionally balanced meals and develop a secure awareness of a healthy lifestyle. Older children thoroughly enjoy dancing to their favourite songs and participate in regular yoga sessions to develop their flexibility and balance. They place their hand on their heart and notice how their heart is beating faster following exercise. Younger children carefully negotiate how to get in and out of the ball pit. They build strength and stamina in their legs as they pull themselves up on sturdy furniture and learn how to gently rock back and forth on a small rocking horse.
- The childminder has a secure understanding of child development. She works in partnership with parents to find out what children know and can do. The childminder uses this information well to inform a sequenced and varied curriculum that precisely identifies children's next steps in learning. However, the childminder does not always identify opportunities in children's play to implement what they need to learn next, to support their learning and development to the highest level.

- The childminder calmly encourages children to share resources and to make space for others who wish to join in with activities. This means that she advocates a positive culture of respect for all.
- The childminder knows the children she cares for well. She provides stimulating learning opportunities, such as a large tray of crunchy leaves, pinecones, conkers and toy insects, to help increase children's awareness of autumn. Children are curious individuals; they discover how these items increase in size when they look at them through magnifying glasses. The childminder challenges older children to use small tongs to pick up conkers. This helps to develop the small muscles in their hands in preparation for writing. She also encourages children to count the pinecones and supports them to solve mathematical problems, such as simple addition. However, the childminder does not successfully adapt adult-led activities to keep younger children engaged so that they fully benefit from these experiences.
- Partnerships with parents are strong. The childminder communicates with them daily and keeps them well informed about their children's ongoing achievements and ideas about how they can continue to aid their children's learning at home. Parents welcome the support their children receive during changes in their lives. They comment how their children are 'very fond' of the childminder and appreciate how she 'truly embraces each child's personality'.
- The childminder, co-minders and any assistants work well as a team, effectively using each other's strengths. They regularly reflect on their practice to provide a consistent approach. The childminder has a membership with a childcare organisation. She uses their training materials in addition to reading professional publications to continue to build on her own and any assistants' knowledge. As a result of recent training, the childminder has an increased understanding how children have unique attachment styles. She uses her new knowledge to swiftly help children to settle and feel comfortable in her care.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen teaching further to consistently implement children's individual next steps in learning
- adapt adult-led activities more effectively to support all children to remain engaged.

Setting details

Unique reference number	2675298
Local authority	Hertfordshire
Inspection number	10260200
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	3
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and works in Stevenage at the home of a co-minder. She works with an additional co-minder and five assistants when needed. The childminder operates from 10am until 3pm on Monday, and from 10am until 5pm on Wednesday, all year round, except for bank holidays and family holidays. She provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Lorraine Pike

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder and co-minder, and also spoke to children at appropriate times during the inspection.
- The childminder carried out a joint evaluation of an activity with the inspector, and they discussed their findings.
- The childminder provided the inspector with a sample of key documentation on request.
- 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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