

Childminder report

Inspection date: 11 October 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

Children are very eager to attend this setting. They arrive with a big smile and separate well from their parents. The childminder is very nurturing and welcoming and creates a stimulating environment. She offers opportunities for children to make their own choices, and they quickly become engrossed in preferred activities. For example, children enjoy exploring farm animals. They name them with confidence while engaging in pretend play. The childminder talks to the children about what they are doing, while prompting them to look for 'bigger houses' for the animals to live in. This supports children's understanding of the world and mathematical skills.

The childminder is very caring and intuitive. She has high expectations of children and responds to their needs with empathy. Children follow the setting's routines and boundaries with confidence. They are positive and independent learners and explore their learning provision with ease and enthusiasm. For example, at snack time, children choose their favourite fruits. The childminder encourages them to cut up the bananas using appropriate utensils to further develop their fine motor skills. The childminder recognises children's achievements and praises them for their efforts, which makes them feel included during their time at this setting. This also supports children's self-esteem and emotional resilience.

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

- The childminder is knowledgeable and ensures her setting is inclusive and diverse. She carefully considers children's needs and interests when planning meaningful activities, following specific themes and topics. The childminder often organises trips and outings for the children to enrich their experiences and strengthen their social interactions. However, on occasions, planning is not effective enough to ensure children benefit from challenge that extends their learning.
- The childminder continuously encourages children to explore books to develop a passion for reading. She promotes the 'Book of the Week' to consolidate children's understanding, recall skills and literacy skills. Children become deeply engrossed in the narrative of their favourite story about a caterpillar named Colin. They successfully name and match the food to the day of the week the caterpillar eats them, while counting the items. This also supports children's numeracy skills.
- The childminder provides fun activities for children to be creative and build on their dexterity and hand-eye coordination. They use resources available with great control to create an autumnal picture. The childminder talks to the children about what they are doing, while demonstrating to them how to use the glue effectively. Children concentrate intently for extended periods and persevere

when challenges occur. At the end, children proudly show their creations to their peers and the childminder. This helps boost children's confidence and strengthens their social skills.

- Children enjoy singing their favourite nursery rhymes. The childminder encourages them to use masks when singing and pretending to be farm animals. Children laugh and giggle when making animal noises. The childminder then prompts children to match the baby animals to their mother, using templates or toys, and they follow instructions correctly. Children also use their hands to identify animals hidden in a sack, while commenting on their texture. This further develops children's role-play skills, understanding of the world and ability to express themselves creatively.
- Children have fun pretending to be doctors. They use the pretend medical instruments to make the animals feel better. The childminder explains how to use the props and encourages children to 'listen' to the animal's heartbeat. Children share resources well with their peers and talk about what they are doing. This helps build on children's imaginative skills and develop their empathy.
- The childminder has a clear vision for her setting. She truly loves educating and nurturing children and finds creative ways to improve her practice to deliver high-quality care and education. The childminder has good knowledge and understanding of children's development. She monitors children's progress and completes next steps in children's learning that she shares with the parents.
- Partnerships with parents are effective. They appreciate the warm and stimulating environment and feel involved in their children's learning. Parents praise the effective communication and are happy with the progress their children make in their learning.

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:

- review and adapt planning to ensure activities are suitable and offer sufficient challenge for children to make greater progress in their learning.

Setting details

Unique reference number	2677563
Local authority	Hertfordshire
Inspection number	10354904
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	2 to 5
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Welwyn Garden City. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early years education to all eligible children.

Information about this inspection

Inspector

Anca Sandu

Inspection activities

- The childminder showed the inspector around the provision. They discussed how the curriculum is organised and what they want children to learn.
- The inspector observed the quality of teaching and education, and assessed the impact this has on children's learning.
- Some parents spoke with the inspector and provided written feedback and the inspector took account of their views.
- Children spoke with the inspector about the activities they were doing.
- The inspector held a meeting with the childminder. She looked at relevant documentation and reviewed evidence of suitability to work with 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024