

Childminder report

Inspection date: 30 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 flourish in this warm, caring environment. They form close relationships with the nurturing childminder, who works hard to ensure that children feel secure and at home. Children delight at showing visitors around the childminder's home and proudly show off their artistic achievements that are displayed in their playroom.

The childminder supports children's emotional development well. She encourages them to discuss their feelings and identify their emotions on their 'mood board'. Children explore how their changing emotions can affect their behaviour and the impact this can have on themselves and others. As a result, children demonstrate deep empathy for others. They identify when their friends may be feeling sad or anxious and, along with their caring childminder, offer support and affection.

Children's interests are at the heart of the childminder's practice. She skilfully creates an environment and plans activities that children enjoy and that support their learning needs. For example, the childminder uses children's love of water to develop their physical skills by washing cars and bicycles in the garden. Children also enjoy enriching learning experiences outside of the home. They excitedly chat about recent trips to the local farm and the story sessions they enjoy at the library. As a result of this well-considered planning, children remain deeply engaged in play and are well prepared for their next stage of learning.

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

- Children are developing a good understanding of healthy lifestyles. They enjoy a variety of nutritious meals and snacks during the day. The childminder provides opportunities for children to grow fruits and vegetables and enhance their knowledge of healthy eating. Children have plenty of opportunity to be active, and enjoy fresh air and physical play both in the secure garden and on trips to local parks and farms.
- The childminder demonstrates a detailed understanding of children's interests and individual learning needs. She plans exciting activities that she adapts well to support all children in making good progress. For example, children are excited to make modelling dough. They explore the colours and fragrances they use and develop fine motor skills while creating shapes with the dough. Children who are more mathematically able are encouraged to identify the numbers of the cutters they use and solve simple sums. However, during some planned activities, the childminder does not encourage children to explore learning opportunities beyond those that she has planned.
- Children are confident and demonstrate perseverance and resilience when faced with challenges during play. The childminder promotes these positive learning

opportunities by providing advice and encouragement that support children to succeed. For example, the childminder is swift to identify when children struggle to create their desired shapes out of modelling dough. She demonstrates how they can achieve their desired effects, offers them verbal advice, and provides an abundance of praise for their efforts.

- The childminder adopts consistent strategies to support children's understanding of appropriate behaviour. She is a good role model for children, demonstrating polite and respectful behaviour. When there are disputes over resources, the childminder encourages children to explore the impact that not taking turns may have on themselves and others. As a result, children behave well, are polite and cooperate well with one another during play.
- Children relish in taking on age-appropriate responsibilities. They understand the importance of looking after their toys by tidying them away and help to ensure that their environment remains safe for everyone. For example, after messy activities, children work cooperatively using dustpans and brushes to sweep away debris so that they do not slip over.
- Parents are highly complimentary about the childminder and the care she provides. They compliment her on the rich set of experiences she creates and how this supports children's learning. Parents deeply appreciate the detailed communication they receive about children's time in the setting. They acknowledge how this enables them to better support children's learning at home.
- The childminder diligently evaluates the care she provides. She seeks regular feedback from parents to ensure that her setting continues to meet the needs of all children and their families. The childminder reflects equally well on her own knowledge. She ensures that she has the required skills to meet the specific needs of the children who attend. For example, the childminder has recently completed extensive professional training to enhance the way she promotes children's language development.

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:

- adopt a more flexible approach to teaching during planned activities that allows children to fully explore their ideas and thoughts.

Setting details

Unique reference number	2680675
Local authority	Hertfordshire
Inspection number	10355505
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 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 registered in 2022 and lives in Welwyn Garden City. She operates from 7am to 5.15pm, Monday to Thursday, all year round, except for bank holidays and family holidays. The childminder provides funded care and early education for children aged from nine months to four years.

Information about this inspection

Inspector

Antonia Campbell

Inspection activities

- The inspector considered the views of parents by reviewing feedback letters.
- The inspector looked at a sample of relevant documents.
- The inspector observed the interactions between the childminder and the children during activities.
- The inspector observed the quality of teaching to assess the impact on the children's learning.
- The inspector and the 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 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