

Childminder report

Inspection date: 28 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 demonstrate they feel happy and secure with the childminder. They are constantly busy as they move around her home, showing a strong sense of belonging. The childminder builds her curriculum around each child's learning needs. She is highly aware of children interests and provides activities and resources that excite children. This results in children engaging well in learning. For example, children who have an interest in vehicles spend time fixing train track pieces together. Their developing thinking skills are evident as they work out what will fit in the space that is available.

Children enjoy spending time in the garden, where they can be active and explore. The childminder gives children opportunities to continue their themed play outdoors. For example, they take the cars outside and spend time washing them. The childminder encourages children to do many things for themselves, such as to put on their shoes. Children delight in their achievements, often exclaiming, 'I am doing it myself.' Children are learning how to share and be kind to others. They have good manners, often thanking their peers for sharing with them. Children's behaviour is consistently good.

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

- The childminder gets to know children well when they start at her setting. She quickly identifies where each child is in their development and what they need to learn next. The childminder observes children as they play and builds on the learning she sees taking place. She tracks the progress children are making and puts extra strategies in place if she notices any gaps in their learning. Her effective teaching skills support children to make good progress.
- The childminder provides many opportunities for children to develop their physical skills. Children enjoy music and movement. They move their bodies in different ways as they dance and stomp along to songs. At other times, children use their small muscles, such as to peel stickers off backing paper. They use cotton buds to paint, making small precise marks on paper. These opportunities help children to develop skills that support their future learning.
- Children are keen to spend time with each other, They move around activities together, showing their developing friendships. The childminder has a good understanding of children's families and cultural backgrounds. She learns words in other languages to support those children who speak more than one language. However, the childminder has not yet considered how she can help children to learn more about each other. For instance, what their differences are and what similarities they share.
- Parents speak positively about the childminder. They say their children learn well and are happy in her care. The childminder shares information with parents, to

keep them updated on how their children are developing. She encourages parents to share information on what experiences children have at home.

- The childminder supports children's communication and language development well. She constantly talks to children about what they are doing, using strong descriptive words. Children chat together, often commenting on each other's pictures. For example, they discuss what Halloween stickers they are using, discussing colour and quantity.
- The childminder has good procedures in place to help her to keep children safe. She regularly risk assesses her home and garden to make sure it is safe for children. She reminds children of the spaces they can play when outside and children respect these rules. The childminder encourages children to tidy away toys they have finished playing with. She talks to them about how accidents could happen when toys are left on the floor. This helps children to begin to learn how they can keep themselves safe.
- The childminder networks with other childminders and talks positively about how this helps her to reflect on her setting and hold professional discussion with others. She completes mandatory training, such as first aid, as required. However, the childminder does not actively identify and use other professional development opportunities, to inform her practice and raise the quality of teaching even higher.

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:

- provide more opportunities for children to learn about each other, considering their cultural backgrounds, differences and similarities
- seek a wider range of continuous professional opportunities to develop skills and knowledge even further.

Setting details

Unique reference number	2681367
Local authority	Hertfordshire
Inspection number	10363626
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 4
Total number of places	6
Number of children on roll	4
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 7.30 am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She is in receipt of early years funding.

Information about this inspection

Inspector

Jill Hardaker

Inspection activities

- The inspector and the childminder looked at the areas of her home that she uses with children and discussed how she plans her curriculum and operates her practice.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her.
- The inspector discussed the needs of individual children with the childminder and talked with her about the progress they are making.
- A sample of policies and procedures was looked at by the inspector. These included documents relating to the suitability of household members and safeguarding and complaints.
- The inspector took into account the views of parents and discussed the childminder's reflections of her practice with her.

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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