

Childminder report

Inspection date: 10 December 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children receive a warm welcome from the childminder as they arrive. They show that they feel happy and secure as they are keen to explore and play with their friends. The childminder implements an ambitious curriculum that embraces children's unique needs and promotes all areas of learning and development. This helps all children make progress from their starting points. Children benefit from a varied range of outings with the childminder that help them to develop an understanding of the wider world. They visit farms, where they learn where food comes from and how to respect animals. Children groom donkeys and feed lambs. They watch a farmer milking cows and then touch the bucket of milk, fascinated that it feels warm when it has just been collected from the cows.

Children positively respond to the childminder's frequent praise for their achievements. They show a strong sense of pride as they show the childminder and inspector the Christmas tree they have decorated. The childminder expresses a genuine interest in what children have to say. This motivates them to express their thoughts and ideas. She supports children's pronunciation of words by sensitively repeating these back to them correctly. The childminder identifies moments to introduce children to new words, such as 'graceful' as they show a high level of curiosity in a Christmas ornament with dancing figures. Children express a strong love of books. The childminder reads to children with enthusiasm and makes this an interactive experience. This helps to sustain children's attention. Children take pleasure in winding up the toy sleigh and positioning it on the track in the pages of the book. The childminder supports children to understand how things work. She encourages them to experiment how the sleigh moves on different surfaces. Children squeal with excitement when they discover how fast it travels down the ramps of a toy garage.

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

- The childminder plans a curriculum with an emphasis on children's communication, social and emotional development. She knows the children well and considers their different personalities and interests. Her effective use of assessments and knowledge of child development swiftly identifies any gaps in children's progression and precisely informs their next steps in learning.
- Overall, the childminder interacts well with children, which helps to extend their play. She introduces children to mathematical concepts such as size and shape as they use their imagination to cook the childminder a meal in the pretend kitchen. Her effective use of questions motivates children to work out how many more slices of toy pizza are needed to make it whole. However, she does not always support children to find solutions to problems for themselves. For example, during Christmas craft activities, she steps in quickly to peel stickers

from a sheet and untie a loose knot in a ribbon, without encouraging children to attempt these tasks themselves. This does not challenge children to solve problems and build on their critical-thinking skills.

- The childminder supports children to develop a strong awareness of healthy lifestyles. They thoroughly enjoy dancing to Christmas songs with her and rise to the challenge of balancing on one leg. Children learn how to distribute their weight, enabling them to push each other and the childminder on a roundabout at the local park. The childminder promotes healthy eating. She frequently encourages children to help prepare wholesome meals and eats with them, motivating them to try new foods and broaden their taste.
- Children learn how to respect others and behave well. They instantly respond to the childminder's clear reminders that 'sharing is caring' during minor disagreements. This supports children to understand the boundaries in place. The childminder helps children to develop an awareness of their own and other's emotions. Children have valuable opportunities to develop their social skills with larger groups of children at organised groups with the childminder.
- The childminder develops strong relationships with parents. She keeps them well informed about their children's ongoing achievements. The childminder actively obtains information from parents about children's experiences at home, which she builds on within her curriculum. Parents speak highly of the childminder. They regard her as an extension of their own family and appreciate the warm, nurturing environment she creates, resulting in their children being excited to attend. However, the childminder is not as successful in developing working partnerships with other settings that children attend. This means that children who attend other settings lack consistency in their learning.
- The childminder continuously reflects on her own practice and the provision she offers. She develops her knowledge and skills by completing regular training and gains ideas from a close network of other childminders. Recent training has increased her understanding of how to introduce more natural resources, such as log slices, into children's play to further enhance their creativity.

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:

- allow children more time to think and develop their problem-solving skills
- develop partnerships with other settings that children attend to promote continuity in children's learning and development.

Setting details

Unique reference number	EY100398
Local authority	Hertfordshire
Inspection number	10367402
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	7 February 2019

Information about this early years setting

The childminder registered in 2002 and lives in Stevenage. She operates from 8.15am until 5pm, Monday to Thursday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3 and provides government funded early years education for all eligible 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 at appropriate times during the inspection and also spoke to children.
- The childminder and inspector carried out a joint evaluation of an activity and discussed their findings.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The inspector took account of the views of parents through written feedback provided and sampled key documentation on request.

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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