

Childminder report

Inspection date: 4 November 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children arrive happy and are excited to start their day. The childminder provides a comfortable and inviting environment, in which children explore freely. Children are motivated to learn. They are curious and investigate the toys available in a variety of different ways. Children are independent and have opportunities to make their own decisions about what they would like to play with. They use their imagination as they make cakes out of play dough. They skilfully cut the dough with scissors to create candles and decorate the cakes. Children have access to the garden where they play on the climbing frame, learning to master the steps, ride balance bicycles and scooters. Children are acquiring the skills they need for future learning.

The childminder focuses on children's language development. She reads familiar stories and encourages the children to use their imagination and predict what will happen next. Children enjoy singing nursery rhymes and familiar songs. They form good relationships with the childminder. Children are comfortable interacting with the childminder. She is nurturing and supportive, promoting children's well-being. Children are learning to be independent. They help to tidy away their toys and select what they would like to eat for lunch.

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

- The childminder understands how young children learn. She carries out regular checks on their development and discusses their progress with their parents. Parents are very complimentary in their praise of the childminder for the care and learning their children receive. Parents say that the childminder 'supports their individual children' and that they are 'pleased' with their children's progress.
- Children make good progress from their starting points. The childminder works closely with parents to settle in new children and establish what children already know so that she can plan for their future learning.
- The childminder follows the children's interests when planning the activities. For example, she provides them with problem-solving puzzles. Children concentrate as they learn to open the locks on each flap and reveal the picture behind it.
- The childminder introduces the children to mathematical concepts. They play with boxes with cut-out slots to thread lolly sticks into. The children push the sticks into the slots, competently counting how many they have.
- Young children are given the opportunity to explore. They are given a variety of different materials to investigate. The childminder ruffles the paper, describing it as the sound of leaves. They explore the materials and hide objects to look for later.
- Children behave well and are learning to manage their emotions. They are engaged in their learning and are respectful. Children say 'please' and 'thank

you' and are aware of the childminder's expectations.

- The childminder provides a safe environment for children where they feel comfortable and relaxed. They are learning to be independent and do things for themselves. However, she does not always allow children sufficient time to complete tasks themselves before offering support, or encourage children to persevere when taking part in more challenging activities.
- Children have various opportunities to explore the wider community. The childminder takes them on regular outings, including visits to the woods, and local parks. They spend time attending groups where they can mix with other children, further developing their social skills.
- The childminder regularly reflects on her provision, recognising how she can improve her practice. She completes regular training to keep up to date with changes in legislation. She works closely with other childminders, sharing ideas and seeking advice.
- The childminder encourages the children to follow good hygiene procedures. She talks to the children about risks and how to keep themselves safe. However, when children have coughs or colds, there are occasions where the childminder does not encourage the children to cover their mouths, or explain to children about germs and how they spread.
- The childminder promotes healthy eating. Children are learning which foods are good for them, and those which are not. The childminder has a good understanding of children's allergies and preferences, and this helps to promote their health and well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of her responsibility to safeguard children. She completes regular training to ensure that her knowledge is up to date. The childminder recognises the possible signs of abuse and neglect. She is aware of wider safeguarding issues, such as the risk of exposure to extreme views and behaviour. The childminder has policies in place to follow should she need to raise concerns regarding children's welfare to other agencies. She understands how to deal with allegations against herself or a member of her household.

What does the setting need to do to improve?

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

- support children further to develop their independence and persevere when completing more complex activities
- strengthen children's understanding of good hygiene practice and how this can contribute to their good health.

Setting details

Unique reference number	EY254443
Local authority	Hertfordshire
Inspection number	10234703
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	5
Date of previous inspection	6 January 2017

Information about this early years setting

The childminder was registered in 2013 and lives in Stevenage. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 4.

Information about this inspection

Inspector
Hilda Miller

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector had a tour of all areas of the premises used for childminding.
- The inspector observed the childminder interacting with children. She held discussions with the childminder regarding what she wants children to learn.
- The childminder shared a sample of documents with the inspector. This included evidence about training and the suitability of those living on the premises.

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 2022