

Childminder report

Inspection date: 12 March 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 are very happy at this setting. They settle very quickly and become deeply engrossed in exciting activities. The childminder creates a warm, safe and stimulating environment that sparks children's curiosity and interest. She offers children opportunities to explore independently and choose what they would like to do next. For example, children have an amazing time engaging in pretend play with their peers and childminder to build on their imaginative skills and social interactions. As they explore real vegetables, they talk about their favourite things to eat. The childminder encourages children to share resources well and take turns. As a result, children develop skills needed to become resilient learners.

The childminder is very nurturing and supportive. She has high expectations of children and they rise to the challenge exceptionally well. They follow the setting's routines and boundaries with confidence. Children behave very well and show high levels of respect and consideration towards the childminder and their peers. This is extended to the family pet, a small tortoise. The childminder encourages children to be gentle with the small creature, and they develop compassion and kindness towards all living things. Children form strong relationships with the childminder who in turn attends to their needs promptly. The childminder values children's achievements, offering praise and rewards. This helps build on children's confidence and emotional resilience.

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

- The childminder offers an inclusive and diverse practice. She takes into account children's interests, abilities and needs when planning a wide selection of stimulating activities. For example, the childminder encourages children to 'catch' the fish using strings with magnets, to build on their hand-to-eye coordination. Children concentrate intently and persevere when challenges occur. This also helps build on children's problem-solving skills and cognitive development.
- The childminder creates fantastic opportunities for children to secure their knowledge of oral hygiene. She demonstrates how to brush teeth effectively and talks to the children about the importance of looking after their own teeth. Furthermore, the childminder inspires children to use real toothbrushes and toothpaste to clean the pretend teeth. Children confidently complete the task, showing high levels of determination and pride. This further develops children's understanding of the world and builds on their fine motor skills.
- The childminder is an exemplary role model for the children. She models language well and engages children in meaningful conversations. She introduces new words such as 'gums' and 'plaque'. However, the childminder does not use all opportunities to ensure younger children understand and secure the new

knowledge and words.

- Children enjoy exploring building blocks. Older children build tall towers while naming their favourite colours and giggling with excitement. The nurturing childminder encourages younger children to work out how to connect the blocks successfully. This helps build on their critical thinking and resilience. In addition, the childminder stimulates the children to count the blocks as they build along to further enhance their mathematical skills.
- The childminder creates great opportunities for children to explore books and develop a passion for reading. As the children listen with curiosity and intent to their favourite story about a little girl, the childminder encourages them to look at the pictures and observe what the characters are doing. This also helps build on children's listening and attention and literacy skills.
- The childminder has good knowledge and understanding of children's development. She completes regular observations to track children's progress. The childminder completes next steps in children's learning and shares these with the parents.
- The childminder has a clear vision for her setting. She reflects on her practice and strives to deliver high-quality care and education. The childminder finds inspiration in the positive links she has build with other childminders from the local area. She often organises fun trips and outings to local zoos and playgroups to enhance children's experiences and social interactions. The childminder completes regular and relevant training to keep her knowledge current.
- Partnership with parents are effective. They value all the inspirational activities the childminder organises for all children and appreciate the personalised feedback they receive. They feel involved in their children's learning journey and praise the progress they make.

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:

- use all opportunities to ensure new vocabulary is securely embedded, particularly for younger children and those requiring additional support.

Setting details

Unique reference number	EY256781
Local authority	Hertfordshire
Inspection number	10316796
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 6
Total number of places	12
Number of children on roll	7
Date of previous inspection	2 May 2018

Information about this early years setting

The childminder registered in 2003. She lives in Stevenage in Hertfordshire. She operates all year, from 8am to 6pm from Monday to Friday, except for bank holidays and family holidays. The childminder receives funding to provide free early education for two-, three- and four-year old children.

Information about this inspection

Inspector

Anca Sandu

Inspection activities

- This was the first routine inspection the childminder 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 provision.
- 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.
- Parents 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.

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