

Childminder report

Inspection date: 11 January 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

The young children the childminder currently cares for are happy and settled in her home. Despite being away from the setting over a prolonged Christmas break, babies separate from their parents very well. This demonstrates they feel safe and have strong attachments to the childminder. Babies thoroughly enjoy exploring the wide range of toys and resources the childminder provides for them. They show their familiarity with books as they handle them correctly, look intently at pictures and turn the pages. The childminder provides toys that match the animals in the books. She also sings songs relating to animals, which helps to extend children's enjoyment of learning.

Children have lots of opportunities to be active. The childminder places toys a little out of reach of babies to encourage them to move toward them. They move with determination and babies show their pleasure, such as by smiling when they reach the toys. The childminder explains how older children have daily walks and use the garden for physical play. These activities are good ways to promote healthy lifestyles and to support children's well-being.

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

- Through the COVID-19 pandemic, the childminder supported children whose parents are key workers. She undertook schooling for children in Reception classes and older. Children benefited from her continuity of care, which supported their well-being through a difficult period of time. The childminder explains how supporting children with school work helped her to gain a deeper understanding of the skills children need for starting at school.
- The childminder makes effective changes to her environment to support children's interests. At the moment, she cares for non-mobile babies who like being outside. When inclement weather prevents this happening, the childminder makes sure babies can see into the garden. She lifts them up so that they can see birds, and trees blowing. The childminder also uses walks in the local community to enable babies to explore nature.
- The childminder gains useful information from parents about what children can already do when they start at her setting. She successfully interweaves what children need to learn next in exciting and challenging activities. Parents are consistently encouraged to contribute information about their children's learning and development at home.
- The childminder thinks carefully about how to provide space for all children to play safely and with purpose. Older children use toys with small parts in areas away from babies. This ensures babies are safe and that older children can play and learn without interruption.
- The childminder helps children make good progress with their speech and

language development. She continually talks to children through caring routines, such as nappy changing. She describes what she is going to do next and engages in songs and rhymes using fingers and toes. The childminder models language to babies as she uses clear words and signs to help them to understand.

- Parents speak positively about the childminder. They state their children settle very well with her. Parents say the childminder provides an environment where children feel happy, are safe and have fun.
- The childminder evaluates most aspects of her setting. She captures the views of parents and children and uses these to inform improvements. The childminder participates in mandatory training, such as first aid, to ensure her skills and knowledge are maintained. However, more recently, she has not extended her professional development opportunities, to help her to raise her knowledge and the quality of her teaching to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding matters, including those relating to extreme beliefs and views. She knows and understands her responsibilities to protect children. The childminder knows the procedures to follow if she has concerns about a child's welfare or another adult's behaviour. The childminder has comprehensive policies and procedures that she uses to support her good practice. She ensures that risks to children in her home are minimised and teaches children about keeping safe outside her home.

What does the setting need to do to improve?

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

- engage in further professional development opportunities, to help increase knowledge and raise the quality of teaching to an even higher standard.

Setting details

Unique reference number	EY283967
Local authority	Hertfordshire
Inspection number	10067209
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	0 to 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	1 February 2016

Information about this early years setting

The childminder registered in 2004 and lives in Welwyn Garden City. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Jill Hardaker

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 her and has taken this into account in the evaluation of her practice.
- The childminder and the inspector completed a walk of the childminder's home. This included all areas used with the children and they discussed about how she operates her practice.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her.
- A sample of policies and procedures was reviewed by the inspector, which included documents relating to safeguarding, complaints and the suitability of household members.
- The inspector took the views of parents into account in her evaluations of the childminder.

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